Del Mar Elementary

10621666006068

Principal's Name: Nicole Woods

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

Title I SWP

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Required Signatures	*Principal and SSC Chairperson*
Budget	*Site Allocations*
School Quality Review Process	• *Needs Assessment: Data Analysis and identification of needs and goals* • *Actions designed to meet needs and targeted goals* • *Budget allocations and planned expenditures*
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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

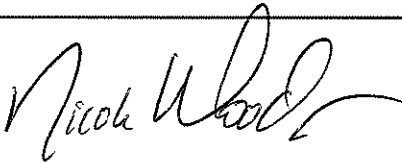| |
|---|
| The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually. |
| The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA. |
| The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members. |
| The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development. |
| The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

 School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years. |
| Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact. |
| Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students. |
| The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education. |

School Site Council

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
School Site Council List					
1. Principal - Nicole Woods	X				
2. Chairperson -Regina Moua		X			
3. Marli McKeeman		X			
4. Chad Gammon			X		
5. Claudine Davis				X	
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X **ELAC reviewed the SPSA as a school advisory committee.**
□ **ELAC voted to consolidate with the SSC. Date_____.**

Required Signatures

School Name: Del Mar Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Nicole Woods	*Nicole Woods*	4/4/24
SSC Chairperson	Regina Moua	*signature*	4/4/24

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

FY 2024/25

Del Mar - 0120

ON-SITE ALLOCATION

3010	Title I	$60,345 *
7090	LCFF Supplemental & Concentration	$187,293
7091	LCFF for English Learners	$40,608

TOTAL 2024/25 ON-SITE ALLOCATION   **$288,246**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$1,788
Remaining Title I funds are at the discretion of the School Site Council	$58,557
Total Title I Allocation	$60,345

January 24, 2024

Del Mar Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✔	-59 pts	-69.8 pts	2023-2024	-54 pts
SBAC ELA - Average distance from standard (English Learner)	✔		-80.8 pts	2023-2024	-65 pts
SBAC ELA - Average distance from standard (Hispanic)	✔		-70.2 pts	2023-2024	-55 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✔		-70.6 pts	2023-2024	-55 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✔		-131.6 pts	2023-2024	-115 pts
SBAC ELA - percentage of students met/exceeded standard	✔	29 %	25.4 %	2023-2024	31 %
SBAC Math - Average distance from standard	✔	-78 pts	-85.3 pts	2023-2024	-70 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✔		-170.8 pts	2023-2024	-155 pts
SBAC Math - percentage of students met/exceeded standard	✔	21 %	18.4 %	2023-2024	24 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

RTI- The implementation of Response to Intervention supported English Learners by providing 30 minutes or more of "designated ELD instruction". As a result, English Learners increased significantly in their progress toward becoming proficient. RTI supported our students overall as they maintained in both ELA and Math.
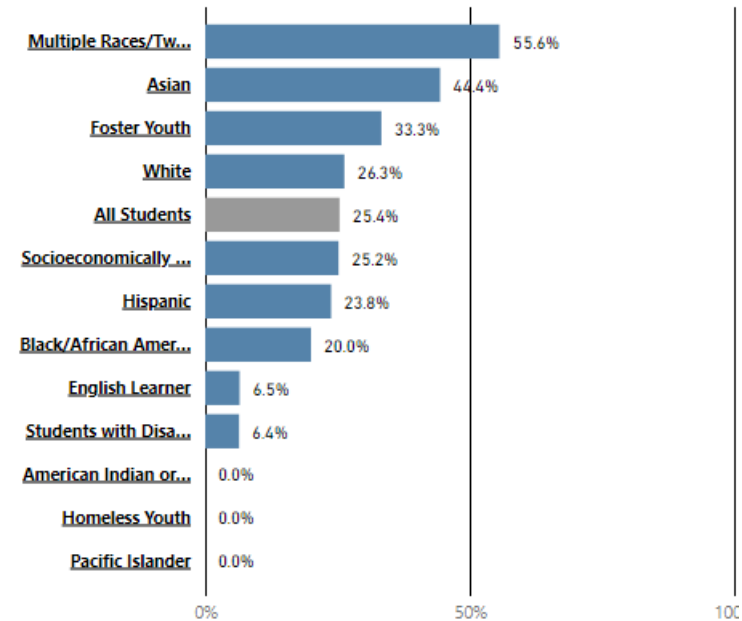
In Math, our 3rd-6th grade teachers worked with the SWUN Math coach and implemented MLD (Math Lesson Design). Kinder, 2nd, 4th & 5th grades show growth in iReady when compared to last year. However,

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

The Hispanic subgroup and Students with Disabilities subgroup are the lowest performing groups in ELA. Lack of engagement in rigorous grade level work is one contributor to the disproportionality. Absenteeism was also a big contributing factor.

both 1st, 3rd & 6th grades show a decrease when comparing to last year's scores.

Percent of Students who Met/Exceeded Stand...

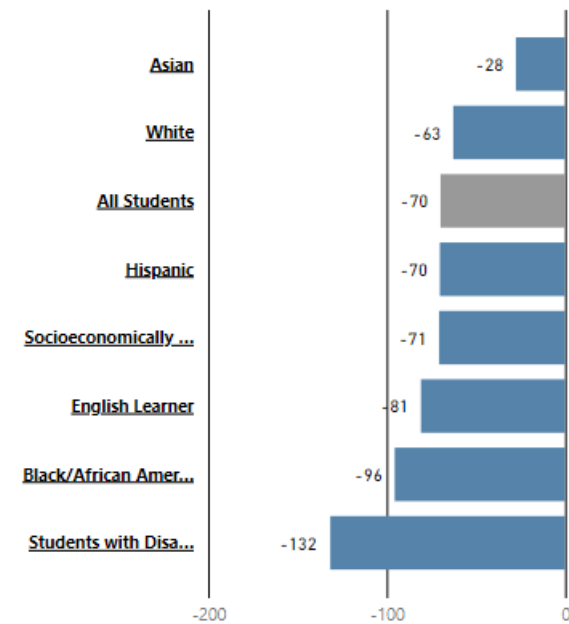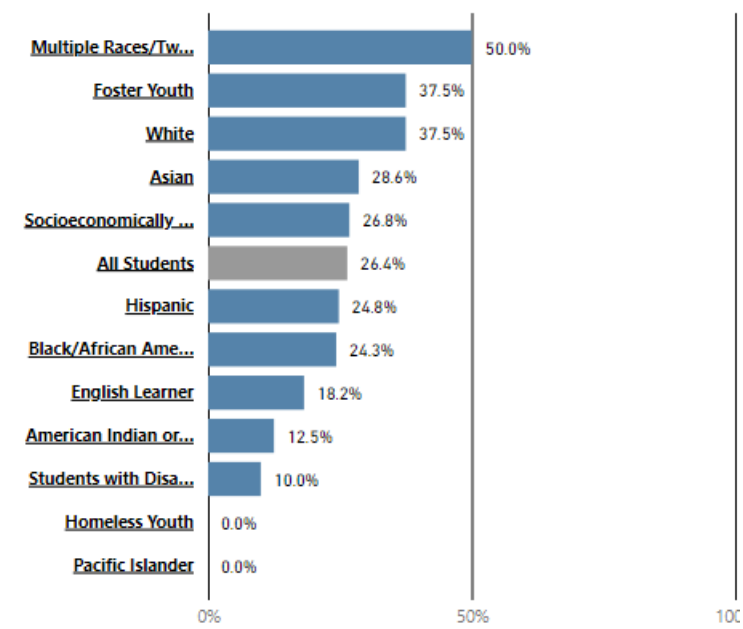| Group	Percent
Multiple Races/Tw...	55.6%
Asian	44.4%
Foster Youth	33.3%
White	26.3%
All Students	25.4%
Socioeconomically ...	25.2%
Hispanic	23.8%
Black/African Amer...	20.0%
English Learner	6.5%
Students with Disa...	6.4%
American Indian or...	0.0%
Homeless Youth	0.0%
Pacific Islander	0.0%

Open in Power BI
SPSA Power BI
Data as of 3/26/24, 9:05 AM
Filtered by **SchoolName** (is Del Mar Elementary), **SchoolName** (is Del Mar Elementary)

Average Distance From Standard (DFS): ELA S...

Group	DFS
Asian	-28
White	-63
All Students	-70
Hispanic	-70
Socioeconomically ...	-71
English Learner	-81
Black/African Amer...	-96
Students with Disa...	-132

SPSA Power BI
Data as of 3/26/24, 9:05 AM
Filtered by **SchoolName** (is Del Mar Elementary), **SchoolName** (is Del Mar Elementary)

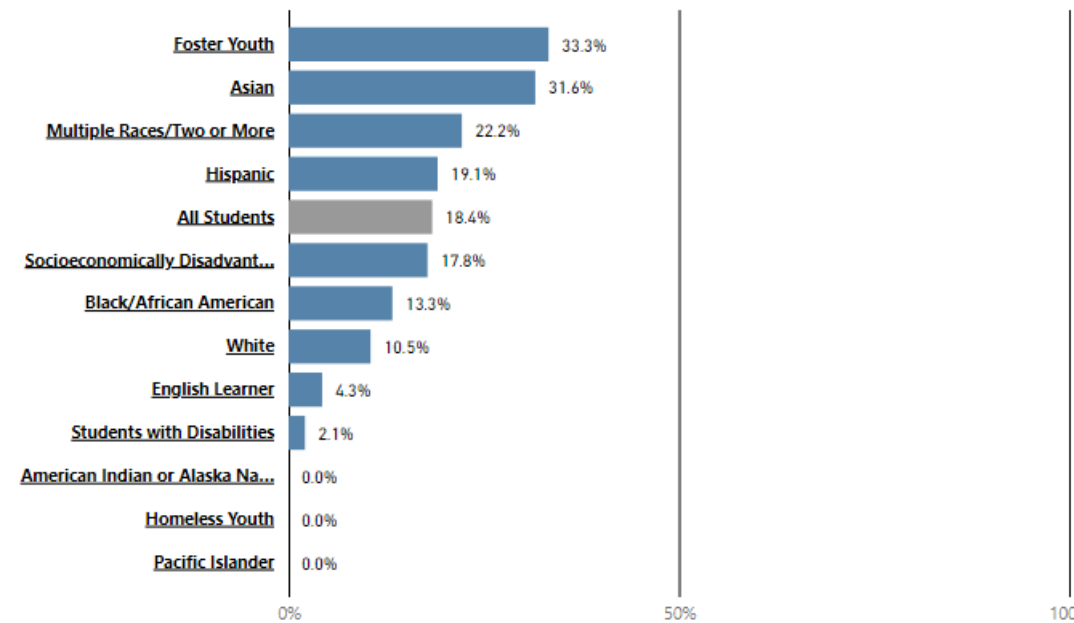### Percentage of Students On or Above Grade L...

Group	Percentage
Multiple Races/Tw...	50.0%
Foster Youth	37.5%
White	37.5%
Asian	28.6%
Socioeconomically ...	26.8%
All Students	26.4%
Hispanic	24.8%
Black/African Ame...	24.3%
English Learner	18.2%
American Indian or...	12.5%
Students with Disa...	10.0%
Homeless Youth	0.0%
Pacific Islander	0.0%

SPSA Power BI
Data as of 3/26/24, 9:05 AM
Filtered by **SchoolName** (is Del Mar Elementary), **SchoolName** (is Del Mar Elementary)

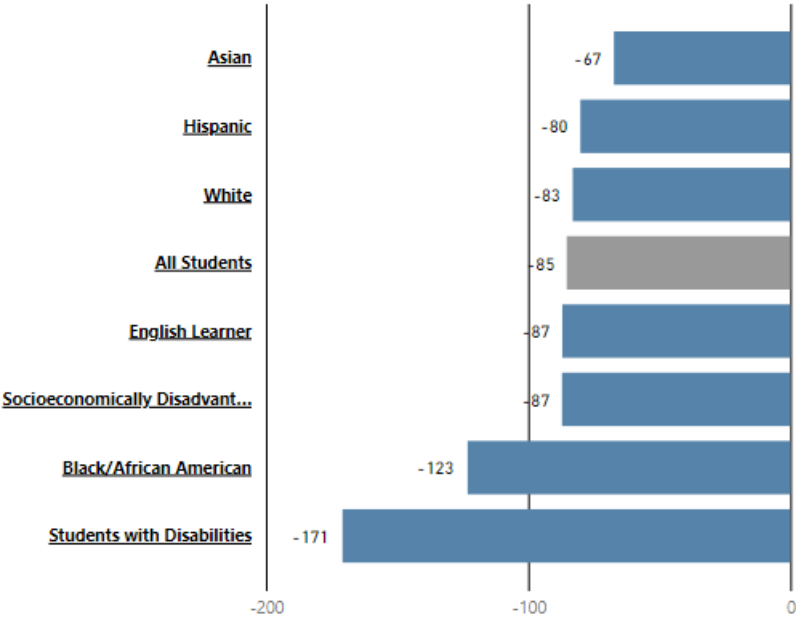## Percent of Students who Met/Exceeded Standards: Math SBAC 22/23

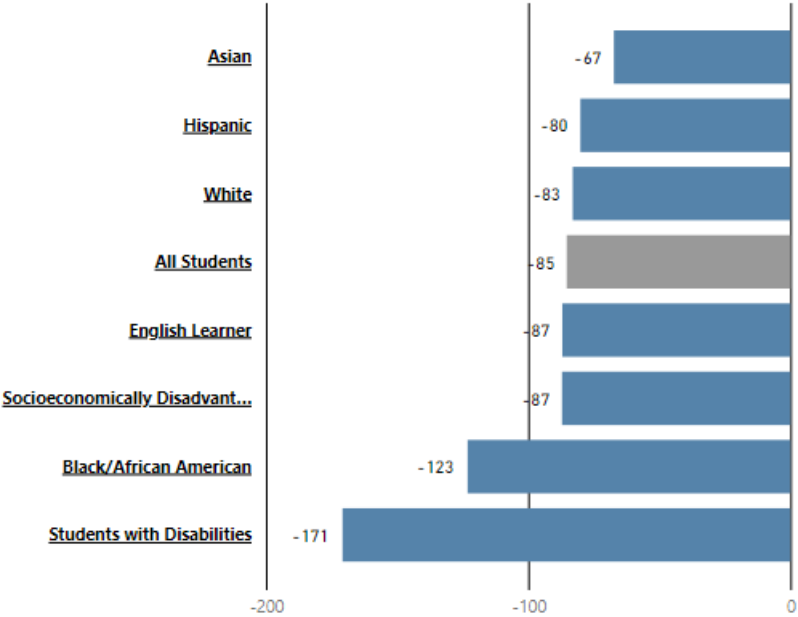| Group	Percent
Foster Youth	33.3%
Asian	31.6%
Multiple Races/Two or More	22.2%
Hispanic	19.1%
All Students	18.4%
Socioeconomically Disadvant...	17.8%
Black/African American	13.3%
White	10.5%
English Learner	4.3%
Students with Disabilities	2.1%
American Indian or Alaska Na...	0.0%
Homeless Youth	0.0%
Pacific Islander	0.0%

Open in Power BI
SPSA Power BI
Data as of 3/26/24, 9:05 AM
Filtered by **SchoolName** (is Del Mar Elementary), **SchoolName** (is Del Mar Elementary)

Average Distance From Standard (DFS): Math SBAC 22/23

Group	DFS
Asian	-67
Hispanic	-80
White	-83
All Students	-85
English Learner	-87
Socioeconomically Disadvant...	-87
Black/African American	-123
Students with Disabilities	-171

Average Distance From Standard (DFS): Math SBAC 22/23

Group	DFS
Asian	-67
Hispanic	-80
White	-83
All Students	-85
English Learner	-87
Socioeconomically Disadvant...	-87
Black/African American	-123
Students with Disabilities	-171

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Del Mar was not fully staffed with California Teaching Fellows until November. As a result, our ability to intervene during RTI was hindered in some grade levels due to lack of qualified personnel. Staffing changes were made with Cullinan mid-year to enhance instruction. With the purchase of Amira in the Spring, our TSA & Coach began pulling small groups of students in 3rd and 4th grades who are behind in reading comprehension.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will increase the number of California Teaching Fellows by one as we have adjusted our schedule of supports and will be able to provide similar support with less personnel. Next year our TSA and site coach will have more availability to support RTI. We are also increasing the lesson studies to 3 per year to provide more job embedded learning.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Continue with RTI adjusting supports as needed.	Parents in the ELAC meeting expressed a need for continued ELD instruction and SEL support for students.	Continue MLD, RTI, the use of Teaching Fellows, Lesson Studies

Action 1

Title: Students Reading on Grade Level by Third Grade

Action Details:

1. By the end of the 2024-2025 school year Del Mar teachers will implement a comprehensive and balanced literacy instructional program emphasizing daily targeted instruction in foundational skills and differentiated instruction with a focus on students in grades TK through 3rd grade reading on grade level and above in support of the schoolwide Focus: Claim 1, Targets 1, 2 & 4.
2. By the end of the 2024-2025 school year Del Mar Teachers will deliver explicit and systematic instruction in how to decode and encode words, including word part analysis; and connected text reading to build reading accuracy, automaticity, fluency, and comprehension.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Fluency assessment	Teachers/TSA	1st-6th quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
High Frequency Words	Teachers/TSA	Kinder 3rd & 4th quarter
		1st & 2nd grades quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
CCI Cycle-Common Formative Assessments/Common Summative Assessments	Teachers/PLC/TSA/Admin	Teachers-Daily/Weekly
		2 times per year Data Chats

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
iReady (ELA)	Teachers/ Admin	K-6th 3 times per year

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
FSA	Teachers/Admin	TK & K Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
SBAC	Teachers/Admin	Annually 3 - 6th Grade

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Phonemic Awareness assessment	Teachers/Admin	Kinder & 1st grade quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Phonics Survey	Teachers/Admin	1st & 2nd grade quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Students in grade K-3 will participate in a minimum of four 30-minute sessions differentiated reading block to focus on specific reading skills/gaps. Support will be provided by a TSA, 2 certificated tutors, a 6-hour para-professional and 4 California Teaching Fellows. Materials utilized may include Wonders leveled readers, Corrective Reading/Reading Mastery, Wonderworks.
- Tier 1-2: Students in grade 1-3 will participate in a 30-minute block of differentiated instruction with their classroom teacher in ELA by student by need based on identified essential standards ("Daily Dive").
- Tier 1 and 2 supports will be provided by the classroom teacher and PLC Teams.
- Tier 3: All students in grades 1-3 will participate in a minimum of 30 minutes of differentiated reading block (RTI) to target specific reading skills/gaps.
- Tier 3 support will be provided by a TSA, site coach, RSP Teacher, 2 Certificated Tutors (.4375 FTE), 6 hour Instructional Aide, and 4 California Teaching Fellows.
- Admin and PLC Teams: Partnership with TNTP for Professional Learning through professional learning sessions; ongoing coaching for leaders, coaches, and teachers; application of learning through supported curriculum planning and a summer program for students; and data analysis and progress monitoring.

- Admin and PLC Teams will participate in Literacy Diagnostic. Focus groups, surveys, site walks, data analysis. Purpose is to understand current literacy teaching and learning practices and set goals and establish measurable outcomes.
- Build Leadership and Coach capacity and skill around literacy instruction, including targeted work in early literacy. Pilot asynchronous Science of Reading course and curriculum-focused communities of practice with a "coalition of the willing."
- Ongoing Leadership and coach capacity and skill building. Full region implementation of Science of Reading course and curriculum-focused communities of practice: summer Tk-2 teachers, fall 3-5 teachers, spring 5-8 teachers and make-ups. Establish ongoing PLCs/communities of practice.
- Teachers will participate in an optional Summer Early Literacy Institute (refreshers/new staff). Summer school, teachers will participate in PL in the morning and implement what they learn in the afternoon, with TNTP coach support. Admin will also participate in professional learning and coaching to with TNTP coaches as support.
- PLC Teams will 1) teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; 2) develop awareness of the segments of sound in speech and how they link to letters; 3) teach students to decode words, analyze word parts, and write and recognize words; 4) ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension
- PLC Teams will use a Common Formative Assessments that is intentionally aligned to Phonics Skills for progress monitoring.
- PLC Teams will continue to improve instructional supports and provide intervention through the RTI process.
- Disaggregate CFA/CSA data to identify how the following significant student groups are progressing (SPED, EL, African American, Hispanic, foster youth, homeless)
- Materials to be utilized may include Wonders materials (ex. Leveled Readers), iReady Teaching Tools & Standards Mastery, Corrective Reading/Reading Mastery, Nearpod and Wonderworks, etc.
- Unit backwards planning utilizing GVC, Common Core Companions, Coherence Maps, and other tools
- A4 after school tutoring and parent involvement nights.
- Sub release time for lesson studies conducted by each grade level
- Students in grades K-2nd will participate in a high frequency "Word Wiz" challenge.
- Students in Grades K-3rd will participate in a "Super Reader" Challenge.
- Teacher supplemental contracts for tutoring
- Family Literacy Night.
- Release time for teachers to do Lesson Studies and attend SST meetings.
- Site based coach will provide professional learning, PLC support, planning support, classroom demos, and support with new teachers.
- TSA will support with PL for ELD as well as support teachers with materials and coaching for ELD during RTI.
- Professional Learning will be provided through book studies, conferences, and PL/PLC time.
- Students working below grade level may be referred to the Student Study Team.
- Teacher and student technology, repairs/maintenance, hardware and programs
- Resources, material/supplies, technology, incentives, copier lease, and graphics will be utilized/purchased to support instruction.
- Expanded learning program (after-school program) to provide extended academic support.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population increased significantly in their progress towards proficiency. Due to increases, English Learners are increasing in the area of Math. English Learners maintained in the area of ELA, but were still red.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing materials and supplies including technology to support ELD during RTI, Teaching Fellows to support RTI, subs to hold SST meetings, babysitting & translating for parent meetings, materials and supplies for parent participation, counseling.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing sub release days for Teacher Lesson studies, MLD, and professional Learning, contracts for tutoring, a 6-hour paraprofessional to support RTI, books and reference materials, materials and supplies, professional learning conferences for teachers, copier lease, technology maintenance, graphics & printing, a 5.5 hour RCA, supplemental contracts for ELPAC assessors, EL materials and supplies, and California Teaching Fellows.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA Power BI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The English Learner student population is performing at the lowest area of ELA.

The Socioeconomically Disadvantaged student population is performing at the lowest level in area of ELA.

The Students with Disabilities student population is performing at the lowest level in area of ELA and Math.

The Hispanic student population is performing at the lowest level in the area of ELA.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic student populations through the purchase of materials and supplies including technology to support ELD during RTI, Teaching Fellows to support RTI, subs to hold SST meetings, babysitting & translating for parent meetings, materials and supplies for parent participation, counseling.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Professional Learning provided by our TSA to support teachers with designated ELD and progress monitoring.
- Integrated ELD for all EL students daily in the classroom.
- During the 30-minute block of our school wide RTI schedule, EL students will receive designated support in developing language proficiency.
- Interventions will include use of ELPAC and iReady data to focus on the needs of struggling ELs/RFEP students to ensure academic success.
- EL students who are struggling readers will receive additional support through integrated EL instruction and support from the Certificated Tutor.
- EL goal setting and data chats based on ELPAC results.
- An EL Redesignation dinner will be held to celebrate students who redesignate.
- Subs for ELPAC administration and/or ELPAC assessors
- Incentive/awards may be purchased
- Amira for fluency
- Technology/subscriptions to support designation/integrated instruction
- Materials and supplies to support ELD instruction

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Para to support foundational RTI

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction

MLD coach

Subs for teacher planning of ELA & Math, peer observations and data chats

Materials and supplies to support ELA, Math instruction & student incentives

Technology to support learning

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

TST Team will meet every 2 weeks to review teacher referrals for Tier 2-3 students with academic/SEL/Attendance concerns.

Academic Coach and Teaching Fellows will run RTI 5 days a week for identified Tier 2-3 students in grades 1-6 through TST referral process.

Academic Coach will support FH Regional Literacy Plan to implement small group instructional for targeted students based on multiple data sources to identify Tier 2-3 students in grades TK-2nd.

Mentors/Campus Safety Assistant and RCA to offer regulating strategies in order to redirect students back to the learning environment whom are identified by individual behavior plans, SST's, TST team, or students demonstrating a pattern of at-risk Tier 2-3 behaviors.

Common progress monitoring to identify specific areas of need.

SPED teachers will be supported in utilizing Wonders curriculum for instruction so students will have daily access and support with on grade level curriculum to increase comprehension.

Action 2

Title: ELA 4th-6th grade

Action Details:

Del Mar will implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction for grades 4-6th.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target   Owner(s):   Timeline:

CCI Cycle-Common Formative Assessments/Common Summative Assessments   Teachers/PLC/TSA/Admin   Teachers-Daily/Weekly

3 times per year-Data Chats

Details: Explain the data which will specifically monitor progress toward each indicator target   Owner(s):   Timeline:

iReady   Teachers/Admin   Tri-Annually

Details: Explain the data which will specifically monitor progress toward each indicator target   Owner(s):   Timeline:

SBAC   Teachers/Admin   Annually

Details: Explain the data which will specifically monitor progress toward each indicator target   Owner(s):   Timeline:

Fluency Assessment   Teachers/TSA   1st-6th Grades quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target   Owner(s):   Timeline:

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Instruction in ELA by student by need based on identified essential standards ("Daily Dive"). Support will be provided by a TSA and certificated tutor(s).
- Tier 1 and 2 supports will be provided by the classroom teacher and PLC Teams.
- Tier 3: All students in grades 4-6 will participate in a minimum of 30 minutes of differentiated (RTI) to target specific needs.
- Tier 3 support will be provided by a TSA, RSP Teacher, part time Certificated Tutors, Teaching Fellows and a 6-hour Instructional Aide.
- Materials to be utilized may include Wonders materials (ex. Leveled Readers), Corrective Reading/Reading Mastery, News ELA, and Wonderworks, etc.
- Unit backwards planning utilizing GVC, Common Core Companions, Coherence Maps, and other tools.
- PLC Teams will continue to improve instructional supports and provide intervention through the RTI process.
- Disaggregate CFA/CSA data to identify how the following significant student groups are progressing (SPED, EL, African American, and foster youth, homeless)
- Students in grades 3rd-6th will participate in a "Block D" challenge.
- Students working below grade level may be referred to the Student Study Team.
- Extra pay contracts will be offered to teachers for after school tutoring.
- Release time for teachers to do Lesson Studies and attend SST meetings.
- Teacher and student technology, hardware and programs will be purchased.
- Resources and Material/Supplies, subscriptions, copier lease, and graphics will be utilized/purchased to support instruction.

- Admin and PLC Teams: Partnership with TNTP for Professional Learning through professional learning sessions; ongoing coaching for leaders, coaches, and teachers; application of learning through supported curriculum planning and a summer program for students; and data analysis and progress monitoring.
- Admin and PLC Teams will participate in Literacy Diagnostic. Focus groups, surveys, site walks, data analysis. Purpose is to understand current literacy teaching and learning practices and set goals and establish measurable outcomes.
- Build Leadership and Coach capacity and skill around literacy instruction, including targeted work in early literacy. Pilot asynchronous Science of Reading course and curriculum-focused communities of practice with a "coalition of the willing."
- Ongoing Leadership and coach capacity and skill building. Full region implementation of Science of Reading course and curriculum-focused communities of practice: summer Tk-2 teachers, fall 3-5 teachers, spring 5-8 teachers and make-ups. Establish ongoing PLCs/communities of practice.
- Teachers will participate in an optional Summer Early Literacy Institute (refreshers/new staff). Summer school, teachers will participate in PL in the morning and implement what they learn in the afternoon, with TNTP coach support. Admin will also participate in professional learning and coaching to with TNTP coaches as support.
- PLC Teams will 1) teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; 2) develop awareness of the segments of sound in speech and how they link to letters; 3) teach students to decode words, analyze word parts, and write and recognize words; 4) ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

- PLC Teams will use a Common Formative Assessments that is intentionally aligned to Phonics Skills for progress monitoring.
- PLC Teams will continue to improve instructional supports and provide intervention through the RTI process.
- Disaggregate CFA/CSA data to identify how the following significant student groups are progressing (SPED, EL, African American, Hispanic, foster youth, homeless)
- Materials to be utilized may include Wonders materials (ex. Leveled Readers), iReady Teaching Tools & Standards Mastery, Corrective Reading/Reading Mastery, Amira, Nearpod and Wonderworks, etc.
- Unit backwards planning utilizing GVC, Common Core Companions, Coherence Maps, and other tools
- A4 after school tutoring and parent involvement nights.
- Sub release time for lesson studies conducted by each grade level
- Teacher supplemental contracts for tutoring
- Family Literacy Night.
- Site based coach will provide professional learning, PLC support, planning support, classroom demos, and support with new teachers.
- TSA will support with PL for ELD as well as support teachers with materials and coaching for ELD during RTI.
- Professional Learning will be provided through book studies, conferences, and PL/PLC time.
- Expanded learning program (after-school program) to provide extended academic support.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population increased significantly in their progress towards proficiency. Due to increases, English Learners are increasing in the area of Math. English Learners maintained in the area of ELA, but were still red.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing materials and supplies including technology to support ELD during RTI, Teaching Fellows to support RTI, subs to hold SST meetings, babysitting & translating for parent meetings, materials and supplies for parent participation, counseling.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing sub release days for Teacher Lesson studies, MLD, and professional Learning, contracts for tutoring, a 6-hour paraprofessional to support RTI, books and reference materials, materials and supplies, professional learning conferences for teachers, copier lease, technology maintenance, graphics & printing, a 5.5 hour RCA, supplemental contracts for ELPAC assessors, EL materials and supplies, and California Teaching Fellows.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Professional Learning provided by our TSA to support teachers with designated ELD and progress monitoring.
- Integrated ELD for all EL students daily in the classroom.
- During the 30-minute block of our school wide RTI schedule, EL students will receive designated support in developing language proficiency.
- Interventions will include use of ELPAC and iReady data to focus on the needs of struggling ELs/RFEP students to ensure academic success.
- EL students who are struggling readers will receive additional support through integrated EL instruction

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The English Learner student population is performing at the lowest area of ELA.

The Socioeconomically Disadvantaged student population is performing at the lowest level in area of ELA.

The Students with Disabilities student population is performing at the lowest level in area of ELA and Math.

The Hispanic student population is performing at the lowest level in the area of ELA.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic student populations through the purchase of materials and supplies including technology to support ELD during RTI, Teaching Fellows to support RTI, subs to hold SST meetings, babysitting & translating for parent meetings, materials and supplies for parent participation, counseling.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Para to support foundational RTI

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction

MLD coach

Subs for teacher planning of ELA & Math, peer observations and data chats

Materials and supplies to support ELA, Math instruction & student incentives

Technology to support learning

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

TST Team will meet every 2 weeks to review teacher referrals for Tier 2-3 students with academic/SEL/Attendance concerns.

and support from the Certificated Tutor.

- EL goal setting and data chats based on ELPAC results.
- An EL Redesignation dinner will be held to celebrate students who redesignate.
- Subs for ELPAC administration and/or ELPAC assessors
- Incentive/awards may be purchased
- Amira for fluency
- Technology/subscriptions to support designation/integrated instruction
- Materials and supplies to support ELD instruction
-

Academic Coach and Teaching Fellows will run RTI 5 days a week for identified Tier 2-3 students in grades 1-6 through TST referral process.

Academic Coach will support FH Regional Literacy Plan to implement small group instructional for targeted students based on multiple data sources to identify Tier 2-3 students in grades TK-2nd.

Mentors/Campus Safety Assistant and RCA to offer regulating strategies in order to redirect students back to the learning environment whom are identified by individual behavior plans, SST's, TST team, or students demonstrating a pattern of at-risk Tier 2-3 behaviors.

Common progress monitoring to identify specific areas of need.

SPED teachers will be supported in utilizing Wonders curriculum for instruction so students will have daily access and support with on grade level curriculum to increase comprehension.

Action 3

Title: Math K-6th Grade

Action Details:

Del Mar will implement a comprehensive and balanced math instructional program with an empahasis on daily targeted and differentiated instruction. We will have a focus on students in grades K-6 to ensure all students advance one grade level or beyond per year in math proficiency.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
CCI Cycle-Common Formative Assessments/Common Summative Assessments	Teachers/PLC/TSA/Admin	Teachers-Daily/Weekly Three times per year Data Chats

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
FSA	Teachers/Admin	TK/K Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
i-Ready	Teachers/Admin	Bi-Annually

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
SBAC	Teachers/Admin	Annually

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Focus: All lessons will focus on grade level clusters and/or standards at the appropriate level of depth by following the quarterly planner and progression documents.
- Coherence: All lessons intentionally connect content to appropriate mathematical concepts within and across grades as identified by coherence maps.
- Rigor: All lessons intentionally target the aspects of rigor called for by the standard being addressed.
- Teachers will plan lessons utilizing resources such as the quarterly planners, Common Core Companion, progressions document, coherence map, scope and sequence, and Interim Assessment Blocks (IABs).
- Professional learning will be provided to support Math Lesson Design in grades 3-6. (Coach/Travel/conferences)
- Sub release time will be provided for trainings and lesson studies.
- PLC Teams will continue to improve instructional supports and provide intervention through Daily Dive and the RTI process.
- Students in grade 1st-6th will use Go Math Fact Fluency, iReady Standards Mastery & Teaching Tools, BBF, and/or Reflex Math to build math fluency.
- Students working below grade level may be referred to the TST or Student Study Team.
- Professional Learning will be provided through regular meetings, support from MLD and site coach, book studies, conferences, and PLC time.
- Extra pay contracts will be offered to teachers for after school tutoring.
- Teachers and RSP team will support struggling students in small groups with differentiated learning.
- Students in grades 3rd-6th will participate in a "Block D" challenge.
- Materials and supplies, copier lease, technology and graphics will be utilized/purchased to support instruction.
- Expanded learning program (after-school program) to provide extended academic support.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population increased significantly in their progress towards proficiency. Due to increases, English Learners are increasing in the area of Math. English Learners maintained in the area of ELA, but were still red.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing materials and supplies including technology to support ELD during RTI, Teaching Fellows to support RTI, subs to hold SST meetings, babysitting & translating for parent meetings, materials and supplies for parent participation, counseling.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing sub release days for Teacher Lesson studies, MLD, and professional Learning, contracts for tutoring, a 6-hour paraprofessional to support RTI, books and reference materials, materials and supplies, professional learning conferences for teachers, copier lease, technology maintenance, graphics & printing, a 5.5 hour RCA, supplemental contracts for ELPAC assessors, EL materials and supplies, and California Teaching Fellows.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

-
- Professional Learning provided by our TSA to support teachers with designated ELD and progress monitoring.
- Integrated ELD for all EL students daily in the classroom.
- During the 30-minute block of our school wide RTI schedule, EL students will receive designated support in developing language proficiency.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The English Learner student population is performing at the lowest area of ELA.

The Socioeconomically Disadvantaged student population is performing at the lowest level in area of ELA.

The Students with Disabilities student population is performing at the lowest level in area of ELA and Math.

The Hispanic student population is performing at the lowest level in the area of ELA.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic student populations through the purchase of materials and supplies including technology to support ELD during RTI, Teaching Fellows to support RTI, subs to hold SST meetings, babysitting & translating for parent meetings, materials and supplies for parent participation, counseling.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Para to support foundational RTI

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction

MLD coach

Subs for teacher planning of ELA & Math, peer observations and data chats

Materials and supplies to support ELA, Math instruction & student incentives

Technology to support learning

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do

- Interventions will include use of ELPAC and iReady data to focus on the needs of struggling ELs/RFEP students to ensure academic success.
- EL students who are struggling readers will receive additional support through integrated EL instruction and support from the Certificated Tutor.
- EL goal setting and data chats based on ELPAC results.
- An EL Redesignation dinner will be held to celebrate students who redesignate.
- Subs for ELPAC administration and/or ELPAC assessors
- Incentive/awards may be purchased
- Amira for fluency
- Technology/subscriptions to support designation/integrated instruction
- Materials and supplies to support ELD instruction
-
-

not fund out of the SPSA.

TST Team will meet every 2 weeks to review teacher referrals for Tier 2-3 students with academic/SEL/Attendance concerns.

Academic Coach and Teaching Fellows will run RTI 5 days a week for identified Tier 2-3 students in grades 1-6 through TST referral process.

Academic Coach will support FH Regional Literacy Plan to implement small group instructional for targeted students based on multiple data sources to identify Tier 2-3 students in grades TK-2nd.

Mentors/Campus Safety Assistant and RCA to offer regulating strategies in order to redirect students back to the learning environment whom are identified by individual behavior plans, SST's, TST team, or students demonstrating a pattern of at-risk Tier 2-3 behaviors.

Common progress monitoring to identify specific areas of need.

SPED teachers will be supported in utilizing Wonders curriculum for instruction so students will have daily access and support with on grade level curriculum to increase comprehension.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SSTs - ** NO IEPs **	2,389.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology Hardware	2,917.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Split 7090/7091	27,499.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	1,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : CTFF Split with 7091	10,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for ELPAC Assessors	2,942.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Split 7090/7091	27,499.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL Materials and Supplies	167.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books and Reference	8,321.00
G1A2	LCFF: EL	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : CTFF Split with 7090	10,000.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts for tutoring ** NO IEP's **	4,904.00
G1A3	Title 1 Basic	Instruction	Cons Svc/Oth			SWUN Math : Coach for Math PL	19,000.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Sub Release Days for Math Lesson Design/PL/Lesson Studies	33,443.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for planning hours	26,972.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	11,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics/Printing	500.00

$188,553.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	85 %	78.9 %	2023-2024	85 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.
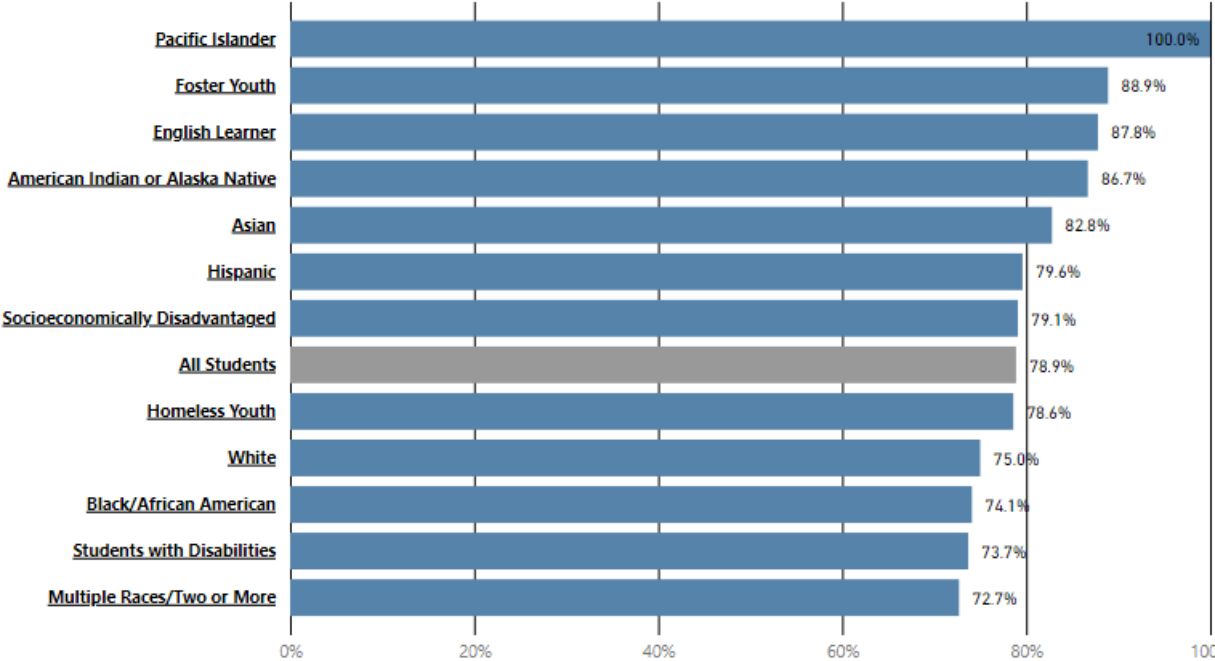
Student-Centered Real-World Experience -Our plan included sports, music and Club Fridays. We were able to provide music opportunities with choir, band, and general music to our k-3rd grades. Exposure to Careers - We implemented "Meaningful Work" which allowed students a variety of opportunities to apply for, interview and "work" on campus.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Students in our lowest performing student groups are encouraged to participate in "Meaningful Work". However, high absenteeism affects their ability to do their job consistently.

Percentage of Favorable Responses: Student Real World Experiences Fall 23/23

Group	Percentage
Pacific Islander	100.0%
Foster Youth	88.9%
English Learner	87.8%
American Indian or Alaska Native	86.7%
Asian	82.8%
Hispanic	79.6%
Socioeconomically Disadvantaged	79.1%
All Students	78.9%
Homeless Youth	78.6%
White	75.0%
Black/African American	74.1%
Students with Disabilities	73.7%
Multiple Races/Two or More	72.7%

Open in Power BI
SPSA Power BI
Data as of 3/26/24, 9:05 AM
Filtered by **SchoolName** (is Del Mar Elementary), **SchoolName** (is Del Mar Elementary)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Although we had planned to include a "Career Day" to bring in community members to discuss their career, we were unable to find anyone to lead the charge. Also, Junior Achievement, who usually brings in community leaders, was not able to find enough volunteers for this year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will include a "Career Day" and provide an extra pay contract for someone to lead the work. If Junior Achievement is able, we will include their services as well.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Career Day, Meaningful Work	Career Day, Meaningful Work, field trip experiences	Career Day, Meaningful Work

Action 1

Title: Real-World Learning Experiences and Meaningful Work

Action Details:

Students in grades 1st-6th will build career awareness and skills by participating in meaningful work through options to interview for a variety of staff sponsored "jobs" throughout the school year and a career day.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Tier 2 Students will have first priority in the jobs. As such, we will use suspension data to track progress of these students. Invitations will be sent to apply for first priority.	Intervention Specialist./Admin	Monthly during TST meetings

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Students will participate in meaningful work through options to interview for a variety of staff sponsored "jobs" throughout the school year. Materials and supplies will be purchased to support the meaningful work.
- Career field trips (including virtual) will be offered.
- Del Mar will host a "Career Day" using a school committee and extra pay club contract. This day will include professionals from a wide variety of the community who also reflect diversity and are multilingual.
- A coding club and "Week of Code" will be implemented.
- Junior Achievement will work with 1st-3rd grades in building understanding of community and the jobs available.
- Extra pay contract for jobs coordinator(s)
- Materials and supplies

Specify enhanced services for EL students: Write to the data points called out in the metrics section. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population increased significantly in their progress towards proficiency. Due to increases, English Learners are increasing in the area of Math. English Learners maintained in the area of ELA, but were still red.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing materials and supplies including technology to support ELD during RTI, Teaching Fellows to support RTI, subs to hold SST meetings, babysitting & translating for parent meetings, materials and supplies for parent participation, counseling.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing sub release days for Teacher Lesson studies, MLD, and professional Learning, contracts for tutoring, a 6-hour paraprofessional to support RTI, books and reference materials, materials and supplies, professional learning conferences for teachers, copier lease, technology maintenance, graphics & printing, a 5.5 hour RCA, supplemental contracts for ELPAC assessors, EL materials and supplies, and California Teaching Fellows.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- EL students will have the opportunity to participate in "Meaningful Work" by interviewing for school created jobs. Materials and supplies will be purchased to support the meaningful work.
- Professional Learning provided by our TSA to support teachers with designated ELD and progress monitoring.
- Integrated ELD for all EL students daily in the classroom.
- During the 30-minute block of our school wide RTI schedule, EL students will receive designated support in developing language proficiency.
- Interventions will include use of ELPAC and iReady data to focus on the needs of struggling ELs/RFEP students to ensure academic success.
- EL students who are struggling readers will receive additional support through integrated EL instruction and support from the Certificated Tutor.
- EL goal setting and data chats based on ELPAC results.
- An EL Redesignation dinner will be held to celebrate students who redesignate.
- Subs for ELPAC administration and/or ELPAC assessors
- Incentive/awards may be purchased
- Amira for fluency
- Technology/subscriptions to support designation/integrated instruction
- Materials and supplies to support ELD instruction

and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The English Learner student population is performing at the lowest area of ELA.

The Socioeconomically Disadvantaged student population is performing at the lowest level in area of ELA.

The Students with Disabilities student population is performing at the lowest level in area of ELA and Math.

The Hispanic student population is performing at the lowest level in the area of ELA.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic student populations through the purchase of materials and supplies including technology to support ELD during RTI, Teaching Fellows to support RTI, subs to hold SST meetings, babysitting & translating for parent meetings, materials and supplies for parent participation, counseling.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Para to support foundational RTI

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction

MLD coach

Subs for teacher planning of ELA & Math, peer observations and data chats

Materials and supplies to support ELA, Math instruction & student incentives

Technology to support learning

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

All students will be encouraged to participate in any of the student centered and real-world experiences, regardless of academic standing or sub-group. Diversity will be taken into consideration when determining jobs and planning career events.

TST Team will meet every 2 weeks to review teacher referrals for Tier 2-3 students with academic/SEL/Attendance concerns.

Academic Coach and Teaching Fellows will run RTI 5 days a week for identified Tier 2-3 students in grades 1-6 through TST referral process.

Academic Coach will support FH Regional Literacy Plan to implement small group instructional for targeted students based on multiple data sources to identify Tier 2-3 students in grades TK-2nd.

Mentors/Campus Safety Assistant and RCA to offer regulating strategies in order to redirect students back to the learning environment whom are identified by individual behavior plans, SST's, TST team, or students demonstrating a pattern of at-risk Tier 2-3 behaviors.

Common progress monitoring to identify specific areas of need.

SPED teachers will be supported in utilizing Wonders curriculum for instruction so students will have daily access and support with on grade level curriculum to increase comprehension.

Action 2

Title: Students engaged in a our school and community.

Action Details:

Del Mar will foster positive identification and participation with school and community through participation in clubs, sports, field trips and activities.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Goal 2 data in Power BI	Admin	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
SEL Survey results	Culture & Climate Team	September & June

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Suspension Rate	Admin	Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- "Club Fridays" will allow students to participate in a club of their choosing every other Friday with new club choices offered for the 3rd and 4th quarters.
- A "Service Club" will support 5th and 6th graders in developing character and citizenship through volunteer activities at school and in the community.
- A "Leadership Club" will support 4th-6th graders in building leadership skills through a variety of school based projects.
- Continued professional learning and support in SEL instruction, relationship building, use of "Second Step", and class meetings.
- After school clubs and field trip opportunities will be provided.
- Organized games during lunch recess.
- Assemblies, guest artists, and musicians may be contracted.
- Supplies/contracts for family events, security, activities, assemblies, and sports will be purchased.
- Incentives with FunWorks.
- Parent information meetings
- Meaningful jobs offered to 3rd - 6th graders.
- Student council, which will require a staff contract, and material/supplies.

Specify enhanced services for EL students: Write to the data points called out in the metrics section. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The English Learner student population is performing at the lowest area of ELA.

English Learner student population increased significantly in their progress towards proficiency. Due to increases, English Learners are increasing in the area of Math. English Learners maintained in the area of ELA, but were still red.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing materials and supplies including technology to support ELD during RTI, Teaching Fellows to support RTI, subs to hold SST meetings, babysitting & translating for parent meetings, materials and supplies for parent participation, counseling.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing sub release days for Teacher Lesson studies, MLD, and professional Learning, contracts for tutoring, a 6-hour paraprofessional to support RTI, books and reference materials, materials and supplies, professional learning conferences for teachers, copier lease, technology maintenance, graphics & printing, a 5.5 hour RCA, supplemental contracts for ELPAC assessors, EL materials and supplies, and California Teaching Fellows.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Encourage culturally relevant clubs/activities to build shared knowledge and engage English Learners.

- EL students will have the opportunity to participate in "Meaningful Work" by interviewing for school created jobs. Materials and supplies will be purchased to support the meaningful work.
- Professional Learning provided by our TSA to support teachers with designated ELD and progress monitoring.
- Integrated ELD for all EL students daily in the classroom.
- During the 30-minute block of our school wide RTI schedule, EL students will receive designated support in developing language proficiency.
- Interventions will include use of ELPAC and iReady data to focus on the needs of struggling ELs/RFEP students to ensure academic success.
- EL students who are struggling readers will receive additional support through integrated EL instruction and support from the Certificated Tutor.
- EL goal setting and data chats based on ELPAC results.
- An EL Redesignation dinner will be held to celebrate students who redesignate.
- Subs for ELPAC administration and/or ELPAC assessors
- Incentive/awards may be purchased
- Amira for fluency
- Technology/subscriptions to support designation/integrated instruction
- Materials and supplies to support ELD instruction

The Socioeconomically Disadvantaged student population is performing at the lowest level in area of ELA.

The Students with Disabilities student population is performing at the lowest level in area of ELA and Math.

The Hispanic student population is performing at the lowest level in the area of ELA.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic student populations through the purchase of materials and supplies including technology to support ELD during RTI, Teaching Fellows to support RTI, subs to hold SST meetings, babysitting & translating for parent meetings, materials and supplies for parent participation, counseling.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Para to support foundational RTI

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction

MLD coach

Subs for teacher planning of ELA & Math, peer observations and data chats

Materials and supplies to support ELA, Math instruction & student incentives

Technology to support learning

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

All students will be encouraged to participate in any of the student centered and real-world experiences, regardless of academic standing or sub-group. Diversity will be taken into consideration when determining jobs and planning career events.

TST Team will meet every 2 weeks to review teacher referrals for Tier 2-3 students with academic/SEL/Attendance concerns.

Academic Coach and Teaching Fellows will run RTI 5 days a week for identified Tier 2-3 students in grades 1-6 through TST referral process.

Academic Coach will support FH Regional Literacy Plan to implement small group instructional for targeted students based on multiple data sources to identify Tier 2-3 students in grades TK-2nd.

Mentors/Campus Safety Assistant and RCA to offer regulating strategies in order to redirect students back to the learning environment whom are identified by individual behavior plans, SST's, TST team, or students demonstrating a pattern of at-risk Tier 2-3 behaviors.

Common progress monitoring to identify specific areas of need.

SPED teachers will be supported in utilizing Wonders curriculum for instruction so students will have daily access and support with on grade level curriculum to increase comprehension.

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		34.8 %	2023-2024	32.2 %
Suspension Rate - Semester 1	✔	2.75 %	2.5 %	2023-2024	2.17 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Overall, year to date, our chronic absenteeism is down 12.4% from the previous school year.

Chronic Absenteeism - Del Mar serves many students who are affected by trauma, homelessness, and/or live in a foster home. Our Family Foundations counselor, All4Youth counselor, and Resource Counselor have worked to support these students and their diverse needs.

Chronic Absenteeism- This year we had several students in the Students with Disabilities student group with medical and emotional needs beyond what a school can support. Other agencies were involved to support these students, however the process takes time thus resulting in missed school days.

Chronic Absenteeism- We established an attendance committee, which consists of the office assistant, TSA, extended learning coordinator, IS, school nurse, HSL, and district tier 3 CWAS. Roles have been set for each person and support is assigned to each student as they are discussed during data review.

Overall, year to date, there are 18 suspension incidents that have occurred. Compared to the last school year, we are significantly down, with the previous school year having 51 suspension incidents.

Suspensions - Our Targeted Support Team (TST), which consists of the school psychologist, All4Youth counselor, Family Foundations counselor, TSA, extended learning coordinator, IS, and a district DPI support member meets bi-weekly to review behavior data. Upon review, each student is spoken about, progress is reviewed, and support is assigned. This has helped students receive proactive support instead of reactive support. This has helped significantly lower our suspension rate.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.
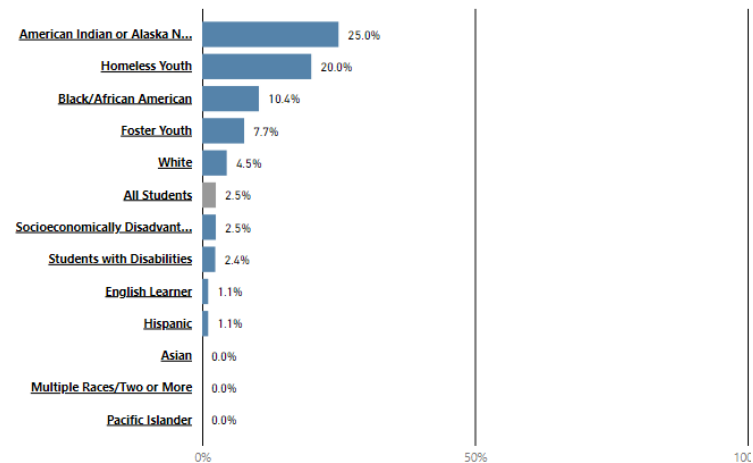
Percentage of Students who were Chronic Absenteeism: Semester 1 ...

Student Group	Percentage
Pacific Islander	71.4%
Homeless Youth	60.0%
American Indian or Alaska N...	50.0%
Students with Disabilities	46.0%
White	43.2%
Foster Youth	38.5%
Black/African American	37.5%
All Students	34.8%
Hispanic	33.8%
Multiple Races/Two or More	33.3%
Socioeconomically Disadvant...	32.7%
English Learner	20.2%
Asian	20.0%

Pacific Islander - One student is showing chronically absent, with an 81.3 attendance rate.

Homeless Youth-Of the 5 Chronically absent students, 2 are siblings. We are working with the Project Access social worker, as much of their attendance challenges are because of transportation.

Percentage of Distinct Students Suspended: Semester 1 23/24

Group	Percentage
American Indian or Alaska N...	25.0%
Homeless Youth	20.0%
Black/African American	10.4%
Foster Youth	7.7%
White	4.5%
All Students	2.5%
Socioeconomically Disadvant...	2.5%
Students with Disabilities	2.4%
English Learner	1.1%
Hispanic	1.1%
Asian	0.0%
Multiple Races/Two or More	0.0%
Pacific Islander	0.0%

There was a delay in getting our 5.5 hour RCA position filled until the half way point of the school year. This caused a lack of support for our most fragile students.

African American - This year 7 African American students have been suspended for one incident each, which is down from 11 in the previous school year. Three of the students' parents have been offered counseling for their child, but they have declined services.

American Indian/Alaskan - This year, 2 Native American students have been suspended for one incident each. Parents initially declined counseling services, but they have recently consented to their children receiving services.

Homeless- 2 of the 3 students that were suspended for one incident each were also accounted for as African American and American Indian.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Numerous parents denied counseling or support services (group and individual) for their children, which did not allow us to support them with strong emotions leading up to frustration are some not wanting to come to school.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will provide more SEL training opportunities for staff. This will happen by providing PL opportunities through our Department of Prevention and Intervention. We will continue to host club Friday, so that students have a choice to engage in an activity of their choice. We will continue to build staff capacity with cultural proficiency so that students are better understood and build a sense of belonging.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
More RCA time, counselors, incentives	More SEL support	More RCA time, more counselors, Attendance Committee, TST

Action 1

Title: Attendance

Action Details:

Del Mar will support students in being on target to graduate by reducing the amount of chronic absenteeism while increasing overall site ADA.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Weekly classroom attendance rates
- Chronic absenteeism

Owner(s):

Admin

OA/CWAS/Admin

Timeline:

weekly

monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Family attendance incentives/Promote family Meetings
- Attendance committee will work with identified families of identified students to trouble shoot, set goals and provide support.
- Home School Liaison to support communication to families.
- Parents will be contacted by the IS when their child is at risk of becoming chronically absent.
- Attendance clerk will work with identified families of identified students to trouble shoot, set goals and provide support.
- Attendance, behavior and grade expectations will be shared with parents at Back to School Night.
- Incentives and field trip opportunities
- A1 meetings with parents
- Parent handbook
- Materials and supplies
- Resources for our SEL room
- Class attendance flags - Recognition
- 2nd Step / Class meetings / Morning Meetings, including materials and supplies
- Attendance Committee
- Expanded learning program (after-school program) to provide services each day after school.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Of all English learners, 39.4% are considered chronically absent.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing personnel support (academic and social-emotional), curriculum, materials and supplies, and on-going parent communication through interpreters and information translated into home languages.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by setting goals and incentivizing attendance. Parent and family events for information and celebration will also be funded. Personnel for academic and social-emotional instruction may also be paid for out of these funds,

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- All communication will be translated through the Home School Liaison.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

PowerBI - Chronic and severely chronic absenteeism

- African American 35.7%
- White 42.9%
- Hispanic 32.4%

2. Using Title I funds Only: What are the planned expenses to support this student group?

African American student group - Personnel and materials for communication with families and communities, social-emotional support for students.

White - Personnel and materials for communication with families and communities, social-emotional support for students.

Hispanic -Personnel and materials for communication with families and communities, social-emotional support for students. Translators and translated written communication as needed.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

African American student group - Student and family attendance incentives, personnel and materials for communication with families and communities, social-emotional support for students.

- The attendance committee (Home School Liaison, Intervention Specialist, Office Assistant, Extended Learning Coordinator, school nurse, district Tier 3 CWAS, Teacher on Special Assignment, and Vice Principal) will meet bi-weekly to review data and align support to students/families using current data. As data is disseminated, student groups such as English learners will be focused on to determine trends and individual needs.
- Through the PLC process, grade levels will use current data to determine areas to focus on for student groups and individual intervention.
- The Targeted Support Team (TST-Vice Principal, Intervention Specialist, Teacher on Special Assignment, school psychologist, and site counselors) will determine supports for EL students.

White - Student and family attendance incentives, personnel and materials for communication with families and communities, social-emotional support for students.

Hispanic - Student and family attendance incentives, personnel and materials for communication with families and communities, social-emotional support for students. Translators and translated written communication as needed.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

PLCs - PLCs will review current academic data at every meeting by student group. Response and intervention will be determined based off of trends and individual needs.

African American student group - Engagement with the A4 program. This program will offer extra support with academics and extra-curricular activities.

Students with disabilities (sub-group) group will receive targeted support from our RCA, CWAS and Intervention Specialist based on need.

- The attendance committee (Home School Liaison, Intervention Specialist, Office Assistant, Extended Learning Coordinator, school nurse, district Tier 3 CWAS, Teacher on Special Assignment, and Vice Principal) will meet bi-weekly to review data and align support to students/families using current data. As data is disseminated, student groups such as English learners will be focused on to determine trends and individual needs.
- The Targeted Intervention Team (TST-Vice Principal, Intervention Specialist, Teacher on Special Assignment, school psychologist, and site counselors)

Action 2

Title: Positive Behavior Support

Action Details:

Del Mar will implement agreed upon levels of misbehavior and response strategies, a character building program, and provide social emotional support to reduce incidents of misbehavior that result in suspension and enhance campus safety for all stakeholders.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. Suspension rate 2. Culture/Climate Survey results 3. Behaviors in Atlas	- Culture and Climate Team - Culture/Climate Team - Student Success Team	- Quarterly - Twice per year - As needed, based on TST referral or parent request.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 Supports:

- All classrooms will implement CHAMPs, Class Meetings, PBIS, levels of behavior, 2nd Step
- 5 1/2 hour RCA will support students through reteaching, goal setting and incentives.
- Culture and Climate and Targeted Support Teams (TST) will review suspensions and office referrals to discover root causes and develop supports and interventions based on who, what, where and when the misbehaviors are occurring.
- Culture and Climate team will analyze student culture and climate surveys responses to determine opportunities to target key social/emotional constructs (growth mindset, self-efficacy, self-awareness and self-management)
- Supplemental Contracts
- MTSS
- REACH tickets and raffle will be utilized to support character building
- Growth mindset will be a focus
- Behavior assemblies twice per year
- Character Counts weekly lessons in Monday Morning messages with monthly recognition
- Quarterly recognition ceremony
- Morning Meetings
- 2nd Step
- Staff training for SEL skill building
- Kindness Campaign - Weekly rewarding for acts of kindness

Tier 2 Supports:

- Mentors will provide support along with RCA support to identified students.
- Site Social Worker
- All For Youth counseling/mentoring
- Behavior Support Plan Level 1
- Student Study Team with subs provided as needed
- REACH Room
- Targeted Support Team

Tier 3 Supports:

- Behavior Support Plan Levels 2 & 3
- ICET referral

Materials and supplies to support the Tier 1 and Tier 2 interventions.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

NOT RED

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

% of all Student Misbehavior levels 2 and 3

African American- Level 2: 32.9% / Level 3: 23.8%

Hispanic- Level 2: 40.3% / Level 3: 46.6%

White- Level 2: 23.5% / Level 3 24.4%

2. Using Title I funds Only: What are the planned expenses to support this student group?

African American

- *Academic Intervention personnel*
- Training for teachers and support staff (Focus: SEL and cultural proficiency)

Hispanic

- *Academic Intervention personnel*
- Training for teachers and support staff (Focus: SEL and cultural proficiency)

White

- *Academic Intervention personnel*
- Training for teachers and support staff (Focus: SEL and cultural proficiency)

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

African American

- RCA - Set goals, teach replacement behaviors, reward positive behaviors
- Materials and supplies for incentives, communication, personnel, SEL curriculum, Social emotional room.
- Training for teachers and support staff (Focus: SEL and cultural proficiency)

Hispanic

- RCA - Set goals, teach replacement behaviors, reward positive behaviors
- Materials and supplies for incentives, communication, personnel, SEL curriculum, Social emotional room.
- Training for teachers and support staff (Focus: SEL and cultural proficiency)

White

- *Academic Intervention personnel*
- Training for teachers and support staff (Focus: SEL and cultural proficiency)

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

As a PLC, each team will disseminate data by student group. They will determine need by trend and individual student data.

The Students with Disabilities subgroup is the lowest performing group. This group will receive targeted support from our RCA and Intervention Specialist based on need.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Mat & Supp			: Hold for social worker benefits.	8,177.00
G3A1	Title 1 Basic	Attendance & Social Work Servic	Crt Pupl-Reg	Social Worker, School	0.2000	Open Position	21,116.00
G3A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6875		53,027.00

$82,320.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	99 %	97.5 %	2023-2024	99 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Overall, most actions were implemented. Staff voice and leadership in evident in a variety of committees such as SSC, CCT, Carnival, Sunshine, and staff. Teacher of the Month was a regular celebration, and there were several social committee events.

FUSD Climate/Culture Site Staff Survey: 97.5 percent favorable response regarding "recruitment and retention of staff reflecting the diversity of the student population" on the Spring 2024 administration.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

The "Staff of the Month" which highlighted a different staff member each month did not happen as regularly. Need to assign a staff member to keep it going next year.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Two new teachers took over the "Sunshine" committee and attempted to add after hours get togethers. However, these were not widely attended due to dates chosen.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

-Increased involvement in team building activities

-Increased opportunities to include staff voice through ILT and CCT

-Increased learning in cultural proficiency

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Provide team building activities.	No feedback as this pertains to Staff.	Team building, food, time

Action 1

Title: Staff Engagement

Action Details:

Del Mar will create a safe and inclusive environment that promotes relationships, diversity and collaboration.

Reasoning for using this action:	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
FUSD Staff Survey	Nicole Woods	Winter 2024

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Site level survey	CCT	Fall 2021

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- ILT and CCT teams will offer opportunities to include staff voice in decision making.
- Cultural Proficiency training will continue
- Training in Second Step will be provided to new teachers
- "Teacher/Staff of the Month" both teachers and classified staff will choose a member to highlight each month. Their picture will be taken and posted and they will receive a banner to hang in their classroom/workspace. The following month they will choose the next person.
- Contracts for staff support committees
- Sunshine club to organize monthly activities such as potlucks, paint night, game night, staff retreat, etc.
- Staff appreciation meals and activities
- Social Worker to provide training regarding mental health.
- Incentives including t-shirts, sweatshirts, and materials/supplies.

- Provide a more functional staff lounge.
- "Check Ins" with staff members
- Contracts for team building

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population increased significantly in their progress towards proficiency. Due to increases, English Learners are increasing in the area of Math. English Learners maintained in the area of ELA, but were still red.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing materials and supplies including technology to support ELD during RTI, Teaching Fellows to support RTI, subs to hold SST meetings, babysitting & translating for parent meetings, materials and supplies for parent participation, counseling.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing sub release days for Teacher Lesson studies, MLD, and professional Learning, contracts for tutoring, a 6-hour paraprofessional to support RTI, books and reference materials, materials and supplies, professional learning conferences for teachers, copier lease, technology maintenance, graphics & printing, a 5.5 hour RCA, supplemental contracts for ELPAC assessors, EL materials and supplies, and California Teaching Fellows.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Professional Learning provided by our TSA to support teachers with designated ELD and progress monitoring.
- Integrated ELD for all EL students daily in the classroom.
- During the 30-minute block of our school wide RTI schedule, EL students will receive designated support in developing language proficiency.
- Interventions will include use of ELPAC and iReady data to focus on the needs of struggling ELs/RFEP students to ensure academic success.
- EL students who are struggling readers will receive additional support through integrated EL instruction and support from the Certificated Tutor.
- EL goal setting and data chats based on ELPAC results.
- An EL Redesignation dinner will be held to celebrate students who redesignate.
- Subs for ELPAC administration and/or ELPAC assessors
- Incentive/awards may be purchased
- Amira for fluency
- Technology/subscriptions to support designation/integrated instruction
- Materials and supplies to support ELD instruction

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA Power BI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The English Learner student population is performing at the lowest area of ELA.

The Socioeconomically Disadvantaged student population is performing at the lowest level in area of ELA.

The Students with Disabilities student population is performing at the lowest level in area of ELA and Math.

The Hispanic student population is performing at the lowest level in the area of ELA.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic student populations through the purchase of materials and supplies including technology to support ELD during RTI, Teaching Fellows to support RTI, subs to hold SST meetings, babysitting & translating for parent meetings, materials and supplies for parent participation, counseling.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

CA Teaching Fellows to support Tier 2 small group instruction/RTI

Para to support foundational RTI

Teacher supplemental contracts to support after school tutoring and/or PLC planning for instruction

MLD coach

Subs for teacher planning of ELA & Math, peer observations and data chats

Materials and supplies to support ELA, Math instruction & student incentives

Technology to support learning

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

TST Team will meet every 2 weeks to review teacher referrals for Tier 2-3 students with academic/SEL/Attendance concerns.

Academic Coach and Teaching Fellows will run RTI 5 days a week for identified Tier 2-3 students in grades 1-6 through TST referral process.

Academic Coach will support FH Regional Literacy Plan to implement small group instructional for targeted students based on multiple data sources to identify Tier 2-3 students in grades TK-2nd.

Mentors/Campus Safety Assistant and RCA to offer regulating strategies in order to redirect students back to the learning environment whom are identified by individual behavior plans, SST's, TST team, or students demonstrating a pattern of at-risk Tier 2-3 behaviors.

Common progress monitoring to identify specific areas of need.

SPED teachers will be supported in utilizing Wonders curriculum for instruction so students will have daily access and support with on grade level curriculum to increase comprehension.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community						
Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			Staff recruitment/retention & mat/sup for instruction	15,531.00

$15,531.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	85 %	84.9 %	2023-2024	86 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

This year, we were unable to host the dance nights due to our significant campus construction and having such a small portable cafeteria to host it in. our family night and back-to-school nights were well attended by families. Open house, a second family night, and the school carnival are thoroughly planned through committees and ready to initiate when those dates come.

The HSL and admin have been promoting more parent participation in ELAC and SSC through on-going parent communication. Though, there still seems to be low numbers of parents turning out to participate in those committees.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Although we do have some parents attending ELAC meetings, we struggle to get regular parent attendance at SSC meetings.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

All actions planned for were implemented except for the dances. This year, we were unable to host the dance nights due to our significant campus construction and having such a small portable cafeteria to host them in.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will include a "Family Academic Workshop" night to teach parents strategies they can use at home to help students be successful. The HSL will coordinate with Parent University to build an effective system/process in recruiting/promoting parent participation.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Include dances, BTS Night, Open House, Carnival	Include a carnival, dances, ELAC, Open House	Include Family Academic Nights, Winter Program, College Readiness Nights, Food Pantry

Action 1

Title: Parent Involvement

Action Details:

Promote, solicit, and retain parents for site committees such as school site council and ELAC.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Attendance log for each meeting.
- Parent contact data from HSL (promoting and retaining)
- FUSD Parent survey
- The HSL will coordinate with Parent University to build an effective system/process in recruiting/promoting parent participation.

Owner(s):
- HSL
- Admin
- Parent University
- HSL

Timeline:
Promoting and soliciting parents to begin prior to the end of the 2023-2024 school year. HSL to reach out to at least 20 new parents per month throughout the 2024-2025 school year.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- **Recruitment and retention of parent volunteers: With parents becoming more actively involved in their students' education, they will be able to give input during shared decision making that will reflect the diverse needs of our student population. They will also be able to better understand how they can support their student as they gain clarity in the meetings.**
- **Student Engagement: As parents are more engaged, they will be more likely to ensure that their child is also more engaged with the school communication.**
- **Home School Liaison will support with communication and organization.**
- **Resources needed: Supplies for communication/advertising, incentives such as food, clothing, and other materials and supplies. Supplemental contracts for staff will also be necessary for translating, babysitting, and preparation/follow up to meetings. Technology and software licensing will also be needed to ensure parents are able to participate.**
- **Materials and supplies for ELAC/SSC recruitment booths at family engagement nights, back-to-school night, open house night.**

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Direct input from parents during SSC and ELAC meetings, Parent voice will be important when making decisions

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Parents voices valued and their input being strongly considered during site based decision making in ELAC and

for school actions and will provide incite into how to best support our EL students.

We will promote as many parents as possible to attend the ELAC meetings throughout the school year.

SSC.

87% favorable response of those that responded to the family survey with the prompt: I have opportunities to provide input at my child's school.

89% favorable response of those that responded to the family survey with the prompt: My child's school provides meaningful family engagement opportunities and encourages participation.

89% favorable response of those that responded to the family survey with the prompt: I feel like I am a part of my child's learning journey at their school.

We are tying to get to 100% and more parent participation and voice in ELAC and SSC.

- Food and babysitting will be provided for the meetings.
- Booths, phone calls, and other recruitment campaigns will be necessary to gain more participation.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting/Translating ** NO IEP's **	1,315.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation - ** NO FOOD OR INCENTIVES **	527.00

$1,842.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0120 Del Mar Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SSTs - ** NO IEPs **	2,389.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology Hardware	2,917.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Split 7090/7091	27,499.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	1,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : CTFF Split with 7091	10,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for ELPAC Assessors	2,942.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Split 7090/7091	27,499.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL Materials and Supplies	167.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books and Reference	8,321.00
G1A2	LCFF: EL	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : CTFF Split with 7090	10,000.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts for tutoring ** NO IEP's **	4,904.00
G1A3	Title 1 Basic	Instruction	Cons Svc/Oth			SWUN Math : Coach for Math PL	19,000.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Sub Release Days for Math Lesson Design/PL/Lesson Studies	33,443.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for planning hours	26,972.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	11,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics/Printing	500.00
G3A1	Title 1 Basic	Instruction	Mat & Supp			: Hold for social worker benefits.	8,177.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.2000	Open Position	21,116.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6875		53,027.00
G4A1	Sup & Conc	Instruction	Mat & Supp			Staff recruitment/retention & mat/sup for instruction	15,531.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting/Translating ** NO IEP's **	1,315.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation - ** NO FOOD OR INCENTIVES **	527.00

$288,246.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$60,345.00
Sup & Conc	7090	$187,293.00
LCFF: EL	7091	$40,608.00
Grand Total		**$288,246.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$188,553.00
G3 - Increase student engagement in their school and community	$82,320.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	$15,531.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$1,842.00
Grand Total	**$288,246.00**

05/02/2024