

Del Mar Elementary

10621666006183

Principal's Name: Nicole Woods

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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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 subgroups 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 (DAC and 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

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

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name:			
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		4/1/23
SSC Chairperson	Regina Moua		4/1/23

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2023/24

Del Mar - 0120

ON-SITE ALLOCATION

3010	Title I	\$63,180 *
7090	LCFF Supplemental & Concentration	\$205,310
7091	LCFF for English Learners	\$39,744
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$20,090</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$328,324

* 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	\$1,872
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Remaining Title I funds are at the discretion of the School Site Council	<u>\$61,308</u>
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Total Title I Allocation	<u>\$63,180</u>
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Del Mar Elementary 2023-2024 - 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
ELPAC - percentage of students who scored 4			7.29 %	2021-2022	10 %
SBAC ELA - Average distance from standard	✓		-69 pts	2021-2022	-59 pts
SBAC ELA - percentage of students met/exceeded standard	✓		23.83 %	2021-2022	29 %
SBAC Math - Average distance from standard	✓		-88 pts	2021-2022	-78 pts
SBAC Math - percentage of students met/exceeded standard	✓		16.97 %	2021-2022	21 %

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.

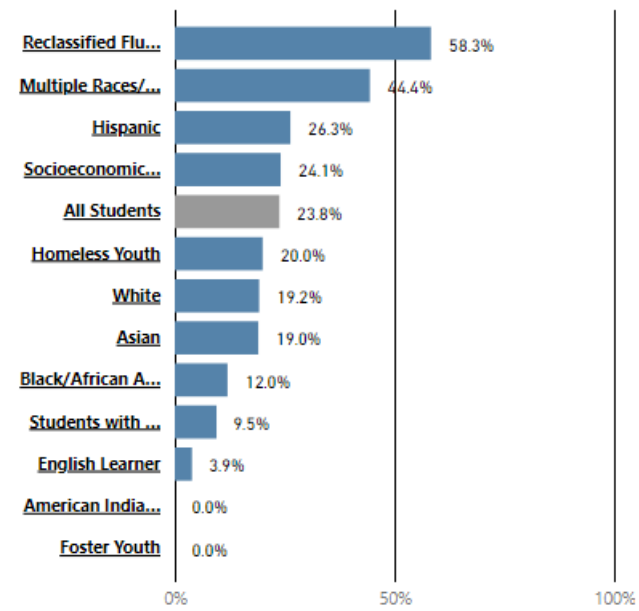
The focus on Tier 1 instruction through professional learning including conferences and lesson studies, the PLC process, and tiered levels of support for reading on grade level (RTI) supported progress towards this goal. RTI includes site TSA, site Coach, two certificated tutors, and four California Teaching Fellows. As a result of these efforts, there was an increase of 3% on iReady 2 from 2022 to 2023 overall.

In Math, our 3rd-6th grade teachers worked with the SWJN Math coach and implemented MLD (Math Lesson Design). Both 5th and 6th grades show growth in iReady when compared to last year. However, both 2nd and 3rd grades show a huge drop when comparing to last year's scores. Both grade levels were a chapter behind the scope and sequence at the time of the assessment.

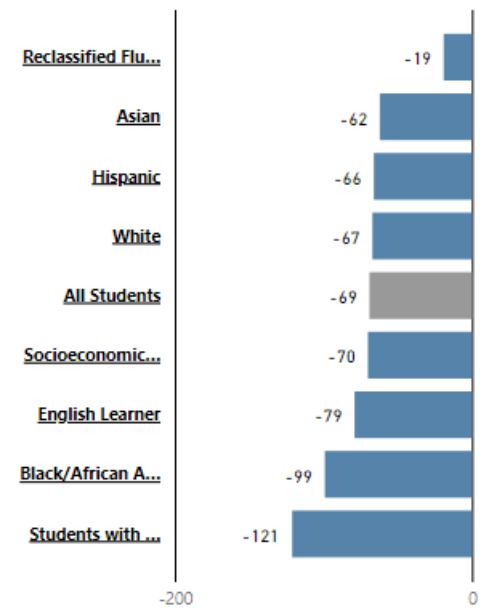
2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

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

Percent of Students who Met/Exceeded Standa...



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



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. Also, our TSA and Coach did not schedule morning groups due to the fact that we were still dealing with a lack of substitutes. This affected RTI for the grade levels these teachers were supporting. Staffing changes were made with Cullinan mid-year to enhance instruction. Three Del Mar teachers were/are on leave. Due to the change of instructors, students did not have consistent, grade level instruction.

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 2023/24 SPSA.

We will reduce 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 reducing the lesson studies to 2 per year to keep teachers with their students as much as possible.

Step 4: Educational Partner Involvement. Share the data 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: Continue with RTI adjusting supports as needed.	2 ELAC: Parents in the ELAC meeting expressed a need for continued ELD instruction and SEL support for students.	3 Staff: Include two Lesson Studies, continue RTI, Reduce Teaching Fellows by 1, remove EdCite,
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Action 1

Title: Students Reading on Grade Level by Third Grade

Action Details:

Del Mar will implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction with focus on students in grades TK-3.

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 BAS	Owner(s): Teachers/TSA	Timeline: Kinder- 3rd & 4th quarter 1st quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target BPST	Owner(s): Teachers/TSA	Timeline: Kinder 4th quarter Monitor Grades 1-3/New students
Details: Explain the data which will specifically monitor progress toward each indicator target CCI Cycle-Common Formative Assessments/Common Summative Assessments	Owner(s): Teachers/PLC/TSA/Admin	Timeline: Teachers-Daily/Weekly 3 times per year Data Chats

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

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 3 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 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 3 California Teaching Fellows.
- 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)
- 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
- 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. (K = D, 1st = iReady/BAS, 2nd/3rd Grades (iReady)
- 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.

Specify enhanced services for EL students: • Integrated ELD for all EL students daily • During the 30 minute block of our school wide 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.	Specify enhanced services for low-performing student groups: English Learners and Students with Disabilities subgroups are the lowest performing groups. 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. These groups are also the highest in chronic absenteeism. Many of the students in these groups have also been affected by trauma. Counseling and wrap-around services will be provided.
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- 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
- Technology/subscriptions to support designation/integrated instruction
- Materials and supplies to support ELD instruction

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

CCI Cycle-Common Formative Assessments/Common Summative Assessments

Owner(s):

Teachers/PLC/TSA/Admin

Timeline:

Teachers-Daily/Weekly
3 times per year-Data Chats

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

iReady

Owner(s):

Teachers/Admin

Timeline:

Tri-Annually

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

SBAC

Owner(s):

Teachers/Admin

Timeline:

Annually

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.
- Sub release time for lesson studies conducted by each grade level.
- 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.
- Professional Learning will be provided through book studies, conferences, and PLC time.
- 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.

Specify enhanced services for EL students:

- During the 30 minute RtI block on our school wide 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.
- EL goal setting and data chats based on ELPAC results.
- An EL Redesignation dinner celebrate will be held to celebrate students who redesignate.

Specify enhanced services for low-performing student groups:

English Learners and Students with Disabilities subgroups are the lowest performing groups. 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. These groups are also the highest in chronic absenteeism. Many of the students in these groups have also been affected by trauma. Counseling and wrap-around services will be provided to students needing these supports.

Action 3

Title: Math K-6th Grade

Action Details:

Del Mar will implement a comprehensive and balanced math instructional program with an emphasis 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

CCI Cycle-Common Formative Assessments/Common Summative Assessments

Owner(s):

Teachers/PLC/TSA/Admin

Timeline:

Teachers-Daily/Weekly
Three times per year Data Chats

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

KAIG

Owner(s):

Teachers/Admin

Timeline:

Quarterly

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

i-Ready

Owner(s):

Teachers/Admin

Timeline:

Bi-Annually

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

SBAC

Owner(s):

Teachers/Admin

Timeline:

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. (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.

Specify enhanced services for EL students:

- Extra support with hands on /concept building, partner, and group work will be provided as needed.
- Supporting EL students through Integrated ELD.

Specify enhanced services for low-performing student groups:

English Learners and Students with Disabilities groups are the lowest performing groups. SPED teachers will be supported by our site coach in using Go Math/MLD for instruction. This group of students is also the highest in chronic absenteeism. Many of the students in this group have been affected by trauma. Counseling and/or wrap around services will be offered to students in need.

2023-2024 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-Regu	Tutor	0.4375		33,771.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SSTs - NO IEPs	1,562.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology Hardware	4,341.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	6 Hour Para	53,371.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Tech Maintenance	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for ELPAC Assessors	2,473.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows - Split with 7099	16,952.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows - Split with 7091	20,090.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2275		21,432.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books & Reference	5,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2100		19,784.00
G1A2	LCFF: EL	Instruction	Mat & Supp			EL Material and Supplies	535.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Sub release days for Math Lesson Design/PL/Lesson Studies	14,596.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for tutoring	3,697.00
G1A3	Sup & Conc	Instruction	Travel			: Professional Learning Conference	6,055.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	11,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics/Printing	50.00

\$215,709.00

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	✓	94.67 %	78.29 %	2022-2023	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.

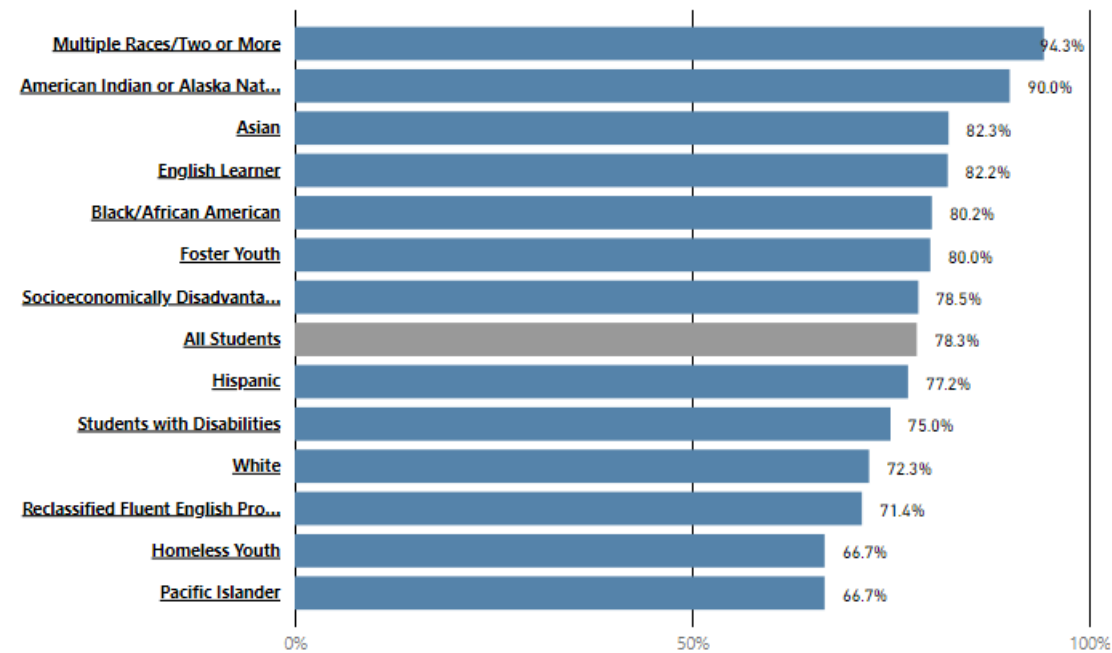
Student-Centered Real-World Experience - Our plan included sports, music and Club Fridays. We were able to provide music opportunities with choir, band, and general music to our k-3rd grades.

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 22/23



[Open in Power BI](#)

SPSA Power BI

Data as of 3/6/23, 5:06 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 2023/24 SPSA.

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

Step 4: Educational Partner Involvement. Share the data 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: Career Day, Meaningful Work,	2 ELAC: Career Day, Meaningful Work, field trip experiences	3 Staff: Career Day, Meaningful Work,
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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

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.

Owner(s):

Intervention Specialist/Admin

Timeline:

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:

- 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.

Specify enhanced services for low-performing student groups:

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.

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	✓	50 %	47.82 %	2022-2023	42 %
Suspension Rate - Semester 1	✓	2.85 %	3.93 %	2022-2023	2.75 %

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.

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.

Suspensions - 4 students were responsible for 15 of the current 41 suspensions.

2

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

There was a delay in getting our 5 and a half hour RCA position filled. The 3.5 hour RCA took the 5.5 hour position. This led to the 3.5 hour RCA position needing to be filled. As of 3/6/23, the position is still not filled. There is currently a substitute filling the role. This caused a lack of support for our most fragile students.

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).

Staff were offered supplemental contracts for hosting a club after school. No staff members were interested.

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 2023/24 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.

Step 4: Educational Partner Involvement. Share the data 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: More RCA time, counselors, incentives	2 ELAC: More SEL support	3 Staff: More RCA time, more counselors, Attendance Committee, TST
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Action 1

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 Goal 2 data in Power BI	Owner(s): Admin	Timeline: Quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target SEL Survey results	Owner(s): Culture & Climate Team	Timeline: September & June
Details: Explain the data which will specifically monitor progress toward each indicator target Suspension Rate	Owner(s): Admin	Timeline: 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 Krazy Karen
- 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:

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

Specify enhanced services for low-performing student groups:

Kinder students have the lowest participation rate. We will provide assemblies/clubs at earlier times to allow for their participation.

Action 2

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):

- Saturday Academy
- 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 CWAS counselor 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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

Action 3

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

1. Suspension rate
2. Culture/Climate Survey results
3. Behaviors in Atlas

Owner(s):

- Culture and Climate Team
- Culture/Climate Team
- Student Success Team

Timeline:

- 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
- A 3 hour RCA and a 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

Tier 2 Supports:

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

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:

- CHAMPs/MAC Visuals
- SEL inclusionary opportunities will be offered and monitored by the SPED PLC.

Specify enhanced services for low-performing student groups:

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.

2023-2024 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
G3A3	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Guidance & Counseling	21,348.00
G3A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations	28,812.00
G3A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6875	5.5 Hours RCA	51,297.00

\$101,457.00

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	✓	98 %	98.17 %	2022-2023	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, FUSD Climate/Culture Site Staff Survey - Domain organizational environment, there is a 99 percent favorable response on the Spring 2023 administration with 39 respondents. This is comparable to Fall 2021 with 97% favorable @ 16 respondents and Fall 2022 with 98% favorable @ 25 respondents.

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 metric, "This school values understanding different races, ethnicities, and cultures," dropped 3% from 100% to 97% favorable.

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).

Contracts for staff committees did not come to fruition, as teachers did not show interest in joining/creating outside of duty-day committees.

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 2023/24 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 data 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: Provide team building activities.	2 ELAC: No feedback as this pertains to Staff.	3 Staff: Team building, food, time
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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 FUSD Staff Survey	Owner(s): Nicole Woods	Timeline: Winter 2022
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Details: Explain the data which will specifically monitor progress toward each indicator target Site level survey	Owner(s): CCT	Timeline: Fall 2021
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Describe Direct Services to Staff in support of 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, etc.
- Family Foundations to provide professional learning to support staff mental health
- Staff appreciation meals and activities
- 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 Staff in support of EL students:

Specify enhanced services for Staff to support low-performing student groups:

2023-2024 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 & instruction	9,000.00

\$9,000.00

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	✓	95.78 %	82.64 %	2022-2023	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.

This year we have been successful in implementing all of our "Family Engagement" plans from 2 dances to 2 "Family Fun Nights", Carnival, Back to School Night, and Open House. We also invited parents to participate in ELAC and SSC.

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 a handful of parents attending ELAC regularly, we are struggling to get regular 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.

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 2023/24 SPSA.

We will include a "Family Academic Workshop" night to teach parents strategies they can use at home to help students be successful.

Step 4: Educational Partner Involvement. Share the data 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:

2

ELAC:

3

Staff:

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: Family Engagement

Action Details:

Del Mar will provide inclusive opportunities for families to engage in their student's education.

- (2) Family dances
- Back-to-school night
- (2) family nights (board game night and sports night)
- Open House
- Carnival
- Family academic workshop night.

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

- Planning documents/committees
- Master calendar
- Spending of budgeted funds

Owner(s):

- Admin
- HSL
- Parent Volunteers
- Committee members

Timeline:

- Committees to be determined by the beginning of the 2023-24 school year.
- Events to be placed on the school master calendar by the end of the 2023-24 school year.
- Each event committee to meet at least 6 weeks before each event.
- All allocated funds for family engagement to be spent by May 2024.

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

- A School Site Council and English Learner Advisory Committee will meet regularly to learn about school activities /business and provide input (snack/meals provided)
- Family events such as "Family Fun Night", dances, Open House, Back to School Night, and Family Academic Workshop Night
- Contract for Fun Works/Jitters
- Contracts for translators.
- Materials and supplies including graphics.
- Supplemental contracts for committee members

- Photo services from Larson Brothers Photography
- Babysitting/ translating will be provided.

Specify enhanced services for Families of EL students:

All flyers, posters, and communications will be translated into Spanish and Hmong. Translators will be available during the planning, communicating and execution of the event. Parents will be encouraged to actively participate in all phases.

Specify enhanced services for Families of low-performing student groups:

All events will be low cost or free for parents, with the exception of food/vendor items. For example, each family will get to keep the board game that they play during the board game night.

Action 2

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

Owner(s):

- HSL
- Admin
- Parent University

Timeline:

Promoting and soliciting parents to begin prior to the end of the 2020-2021 school year. HSL to reach out to at least 20 new parents per month throughout the 2021-2022 school year.

Describe Direct Services to Families in support of 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.

Specify enhanced services for Families of EL students:

Direct input from parents during SSC and ELAC meetings, Parent voice will be important when making decisions for school actions and will provide incite into how to best support our EL students.,

Specify enhanced services for Families of low-performing student groups:

- Parents voices valued and their input being strongly considered during site based decision making in ELAC and SSC.
- Food and babysitting will be provided for the meetings.

2023-2024 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
G5A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting/Translating	1,203.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation NO FOOD OR INCENTIVES	955.00

\$2,158.00

2023-2024 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-Regu	Tutor	0.4375		33,771.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SSTs - NO IEPs	1,562.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology Hardware	4,341.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	6 Hour Para	53,371.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Tech Maintenance	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for ELPAC Assessors	2,473.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows - Split with 7099	16,952.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows - Split with 7091	20,090.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2275		21,432.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books & Reference	5,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2100		19,784.00
G1A2	LCFF: EL	Instruction	Mat & Supp			EL Material and Supplies	535.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Sub release days for Math Lesson Design/PL/Lesson Studies	14,596.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for tutoring	3,697.00
G1A3	Sup & Conc	Instruction	Travel			: Professional Learning Conference	6,055.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	11,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics/Printing	50.00
G3A3	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Guidance & Counseling	21,348.00
G3A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations	28,812.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6875	5.5 Hours RCA	51,297.00
G4A1	Sup & Conc	Instruction	Mat & Supp			Staff recruitment/retention & instruction	9,000.00
G5A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting/Translating	1,203.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation NO FOOD OR INCENTIVES	955.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$63,180.00
Sup & Conc	7090	\$205,310.00
LCFF: EL	7091	\$39,744.00
One-time School	7099	\$20,090.00
Grand Total		\$328,324.00

\$328,324.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$215,709.00
G3 - Increase student engagement in their school and community	\$101,457.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$9,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,158.00
Grand Total	\$328,324.00