

Del Mar Elementary

10621666006183

Principal's Name: Nicole Woods

Principal's Signature:

A handwritten signature in cursive script that reads "Nicole Woods". The signature is written in black ink and includes a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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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 rewritten 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 - Marli McKeeman		X			
3. Regina Moua		X			
4. Judith Sanchez			X		
5. Nancy Gomez			X		
6. Claudine Davis				X	
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: 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		3/27/25
SSC Chairperson	Marli McKeeman		3/27/25

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

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

FY 2025/26

Del Mar - 0120

ON-SITE ALLOCATION

3010	Title I	\$57,546 *
7090	LCFF Supplemental & Concentration	\$178,068
7091	LCFF for English Learners	\$42,504

TOTAL 2025/26 ON-SITE ALLOCATION

\$278,118

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,668
Program Budget	\$55,878
Total Title I Allocation	\$57,546

ESSA Assistance Status: Not Identified for Assistance

January 28, 2025

Del Mar Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		37.7 %	2023-2024	44 %
i-ReadyELAD1 to D2 - percentage of students who met 40% or above stretch growth			44.5 %	2024-2025	50 %
i-ReadyELAD2 proficiency - percentage of students on/above			25.6 %	2024-2025	32 %
i-ReadyMath D1 to D2 - percentage of students who met 40% or above stretch growth			42.7 %	2024-2025	50 %
i-ReadyMath D2 proficiency - percentage of students on/above			15.8 %	2024-2025	22 %
SBAC ELA- Average distance from standard	✓	-54 pts	-59.6 pts	2023-2024	44 pts
SBAC ELA- Average distance from standard (Students w/ Disabilities)	✓	-115 pts	-129.6 pts	2023-2024	-114 pts
SBAC ELA- percentage of students met/exceeded standard	✓	31 %	27 %	2023-2024	32 %
SBAC Math - Average distance from standard	✓	-70 pts	-78.6 pts	2023-2024	-63 pts
SBAC Math - percentage of students met/exceeded standard	✓	24 %	16.4 %	2023-2024	22 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- Students are not on grade level for ELA and Math.
 - School wide iReady: ELA 26% proficient; 74% one or more grade levels below. Math 16% proficient; 84% one or more grade levels below.
 - 3rd-6th SBAC: ELA 28% proficient; 72% one or more grade levels below. Math 17% proficient; 83% one or more grade levels below.
- Students with Disabilities are scoring significantly lower than the overall student population in ELA and Math.
 - ELA - Average distance from standard (Students with Disabilities) -129.6 pts;
 - Math - Average distance from standard (Students w/ Disabilities) -145.2 pts.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Below are the major causes on why students struggle to reach grade-level proficiency in ELA and Math.

- Lack of foundational skills and comprehension skills in ELA
- Lack of number sense, conceptual understanding and problem-solving skills in Math.
- Lack of PL for reading foundational skills in ELA and mathematical practices in Math for staff.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

To improve student performance in ELA and math, including Students with Disabilities Del Mar will;

- Strengthen Tier I instruction:
 - ELA: foundational skills, phonemic awareness, reading fluency, vocabulary & comprehension strategies
 - Math: number sense, conceptual understanding and problem solving
- Strengthen and expand Tier II and Tier III targeted interventions for students far below grade level.
- Provide professional development for teachers on effective instructional strategies in ELA and Math including Universal Design for Learning.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Students Reading on Grade Level by Third Grade

Partially Implemented

Reading by 3rd Grade

Actions were **partially** implemented because teachers in kindergarten through 1st grade were able to receive deep foundational skills training through our work with TNTP over the summer. Two teachers of the three teachers on the second-grade team did not have the summer "Good to Great" training, and the one teacher who did have the training was moved from kindergarten to 2nd grade during leveling. There was effective Tier 2 ELA and intervention within our 30-minute Daily Dive and RTI blocks utilizing the TSA, a paraprofessional, two CTs and teaching fellows.

Action 2: ELA 4th-6th grade

Partially Implemented

Actions were partially implemented because the focus of support was directed to new learning in kinder through 2nd grade foundational skills learning during the first semester.

Action 3: Math K-6th Grade

Partially Implemented

3rd through 6th grade teachers received monthly math training with our SWUN math coach and Lesson study days to watch each other teach and plan. Site academic coach and Swun math coach adjusted learning to meet the needs of both teachers and students.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Students Reading on Grade Level by Third Grade

Partially Effective

The actions were partially effective as the teachers who completed the summer training had the highest effectiveness in their small group instruction. Del Mar will continue to utilize site funded TSA, teaching fellows, academic coach, and site funded paraprofessional to support, strengthen and maintain high expectations for literacy rich Tier I and Tier II classroom instruction. Data shows proficiency growth in iReady D1 to D2 in Reading Foundational skills therefore every effort will be made to continue the progress towards positive student outcomes.

Action 2: ELA 4th-6th grade

Partially Effective

Although 6th grade did make progress on iReady 2, 4th and 5th did not. After grade levels identified areas of need through the CCI process, the Site Academic Coach supported with coaching cycles and vocabulary routines.

Action 3: Math K-6th Grade

Partially Effective

The actions were partially effective as students as there were some grade levels who made good growth while others did not. Small group Math intervention was not implemented to the fullest, there are gaps in fluency, and not enough practice at the independent level. Del Mar will focus on a year around Math PL for staff and utilize the TSA, Academic Coach, and lead teachers to support, strengthen and maintain high expectations for Tier I, Tier II and Tier III classroom instruction.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

ELA:

- Calibrate K-2nd grade reading foundational skills progress monitoring and benchmark assessments which includes phonics, fluency and high frequency words.
- Calibrate 3rd-6th grade progress monitoring and benchmark assessments which include FIABs/IABs.
- Continue RTI utilizing coach, paraprofessional and teaching fellows.
- Expand quarterly planning days with substitutes to include TK-6th.
- Continue to build teacher efficacy through PLC+ cycles that result in research based instructional strategies to strengthen Tier I instruction.
- Continue to expand and strengthen after school tutoring for specific targeted student groups including Students with Disabilities.

Math:

- Implement effective research-based Math PL around the mathematical practices for staff.
- Calibrate 3rd-6th grade progress monitoring and benchmark assessments which include FIABs/IABs and math fluency.
- Expand quarterly planning days with substitutes to include TK-6th.
- Continue to build teacher efficacy through PLC+ cycles that result in research based instructional strategies to strengthen Tier I instruction.
- Targeted small group instruction for specific student groups including Students with Disabilities.

Section D: 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.

SSC:

- Continue incentives for iReady, attendance and behaviors
- Fund TSA to support RTI

ELAC:

- Continue supports for English Learners
- Continue Family Engagement Hours
- More opportunities for families to help
- More information for families to help their child at home
- Continue Literacy Nights and Book Clubs

Staff:

- Content support for Math instruction
- Fund TSA to support RTI
- Add additional Planning Days and planning time

Action 1 :

Students Reading on Grade Level by Third Grade

Action Details:

1. By the end of the 2025-2026 school year 100% of 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 1st 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 2025-2026 school year 100% of Del Mar Teachers in grades TK-3rd 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1- Students in grades TK-3rd will provide excellent, standards based first instruction utilizing Wonders curriculum and will provide differentiated Tier 1 instruction based on formative data during "DailyDive" with the support of Teaching Fellows in K-2.
- Tier 2- 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. Materials utilized may include Wonders leveled readers, iReady Teacher Toolbox/materials, Corrective Reading/Reading Mastery, Wonderworks, University of Florida Literacy Initiative resources, Amira.
- Tier 2 (RTI) supports will be provided by the classroom teacher, PLC team, Reading Literacy Coach, a 6-hour para-professional and California Teaching Fellows.
- Teachers and Admin will monitor iReady weekly usage reports to ensure recommended time is being utilized.
- Tier 3 support will be provided by a RSP Teacher and teachers/paras in mild/mod special education classrooms.
- 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.
- 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, Heggerty, Corrective Reading/Reading Mastery, Amira, Uflin, Scholastic Word and First, 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 and planning 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 utilizing benchmark assessments.
- Teacher supplemental contracts for tutoring.
- Family Literacy Night.
- Release time for teachers to attend SST meetings and Professional Training/high performing classroom visits.
- Site based coach will provide professional learning, PLC support, planning support, classroom demos, coaching and support with new teachers.
- Reading Literacy Coach 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 TST (Tier 1) Student Study Team (Teir 2), or testing (Teir 3) after supports have been provided.
- 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.
- Del Mar will build a culture of success by recognizing and rewarding achievement.
- A Master Schedule will be utilized to provide uninterrupted blocks of time for learning.
- Teachers will utilize pre and posttests weekly and common formative assessments to drive instruction.
- Students will be assessed with site-based assessments quarterly (Phonics survey, Phonemic awareness, High Frequency Words, fluency) and District writing assessments.
- Amira will be utilized to assess fluency/dyslexia screener triennially.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

English Learner student population decreased in their progress towards proficiency from 5 making progress last year to 38% making progress this year.

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

Student Groups

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

Students with Disabilities (SWD):

With Title I funds we plan to support Students with Disabilities 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.

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

Students with Disabilities (SWD):

With 7090 or 7091 funds we plan to support Students with Disabilities 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.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

- Professional Learning provided by our site Academic coach to support teachers with UDL and progress monitoring.

- Interventions will include use of iReady data to focus on the needs of students to ensure academic success.
- Student goal setting and data chats based on SBAC and iReady results.
- Incentive/awards may be purchased
- Amira for fluency
- Technology/subscriptions to support designation/integrated instruction
- Materials and supplies to support instruction

Progress Monitoring: Outcomes

Reasoning for using this action		
☒	Strong Evidence	☐ Moderate Evidence
		☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Teachers will effectively implement Tier 1 instruction with aligned assessments. • PLC teams will meet consistently to analyze data and adjust instruction. • Tier 2 and 3 interventions will be structured and targeted based on assessment results. • TK-2 teachers will complete foundational literacy training, and 3-6 teachers will finalize a comprehensive assessment plan.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Increased student engagement and literacy proficiency in all grade levels. • Growth in student performance on CFA, CSA, IAB, and FIAB assessments. • Effective collaboration within PLCs leading to refined instructional practices. • Strengthened intervention structures resulting in accelerated progress for struggling readers.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • A significant increase in students reading at or above grade level, closing achievement gaps. • A sustainable, data-driven instructional culture embedded in PLC practices. • Reduced need for intensive Tier 3 interventions due to strong foundational literacy development in early grades. • High teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs.

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1- Students in grades 3rd-6th will provide excellent, standards based first instruction utilizing Wonders curriculum and will provide differentiated Tier 1 instruction based on formative data during "Daily Dive" with the support of Teaching Fellows in K-2.
- Tier 2- Students in grade 3rd-6th will participate in a minimum of four 30-minute sessions differentiated reading block to focus on specific reading skills/gaps. Materials utilized may include Wonders leveled readers, iReady Teacher Toolbox/materials, Corrective Reading/Reading Mastery, Wonderworks, University of Florida Literacy Initiative resources, Amira.
- Tier 2 (RTI) supports will be provided by the classroom teacher, PLC team, Reading Literacy Coach, a 6-hour para-professional and California Teaching Fellows.
- Teachers and Admin will monitor iReady weekly usage reports to ensure recommended time is being utilized.
- Tier 3 support will be provided by a RSP Teacher and teachers/paras in mild/mod special education classrooms.
- 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 Del Mar Benchmark assessment. 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.
- 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, Uflil, Scholastic Word and First, 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 and planning conducted by each grade level.
- Students in grade 3rd-6th will participate in a "Block D" challenge.
- Teacher supplemental contracts for tutoring.
- Family Literacy Night.
- Release time for teachers to attend SST meetings and Professional Training/high performing classroom visits.
- Site based coach will provide professional learning, PLC support, planning support, classroom demos, coaching and support with new teachers.
- Reading Literacy Coach 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 TST (Tier 1) Student Study Team (Teir 2), or testing (Teir 3) after supports have been provided.
- 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.
- Del Mar will build a culture of success by recognizing and rewarding achievement.
- A Master Schedule will be utilized to provide uninterrupted blocks of time for learning.
- Teachers will utilize pre and posttests weekly and common formative assessments data disaggregated by student group to drive instruction.
- Students will be assessed with site-based assessments quarterly (Phonics survey, Phonemic awareness, High Frequency Words, fluency) and District writing assessments.
- Amira will be utilized to assess fluency/dyslexia screener triennially.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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 decreased in their progress towards proficiency from 5 making progress last year to 38% making progress this year.

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
-

Student Groups

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

Students with Disabilities (SWD):

With Title I funds we plan to support Students with Disabilities 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.

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

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As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

- Professional Learning provided by our site Academic coach to support teachers with UDL and progress monitoring.
- Interventions will include use of iReady data to focus on the needs of students to ensure academic success.
- Student goal setting and data chats based on SBAC and iReady results.
- Incentive/awards may be purchased
- Amira for fluency
- Technology/subscriptions to support designation/integrated instruction
- Materials and supplies to support instruction

Progress Monitoring: Outcomes

Reasoning for using this action		
☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect to see <i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Teachers will effectively implement Tier 1 instruction with aligned assessments. • PLC teams will meet consistently to analyze data and adjust instruction. • Tier 2 and 3 interventions will be structured and targeted based on assessment results. • K-2 teachers will complete foundational literacy training, and 3-6 teachers will finalize a comprehensive assessment plan.	Medium-Term (Change in Behavior or Performance) Want to see <i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Increased student engagement and literacy proficiency in all grade levels. • Growth in student performance on CFA, CSA, IAB, and FIAB assessments. • Effective collaboration within PLCs leading to refined instructional practices. • Strengthened intervention structures resulting in accelerated progress for struggling readers	Long-Term (Change in Condition) Hope to see <i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • A significant increase in students reading at or above grade level, closing achievement gaps. • A sustainable, data-driven instructional culture embedded in PLC practices. • Reduced need for intensive Tier 3 interventions due to strong foundational literacy development in early grades. • High teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs.

Action 3 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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 understand and 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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 decreased in their progress towards proficiency from 57% making progress last year to 38% making progress this year.

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

Student Groups

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

Students with Disabilities (SWD):
With Title I funds we plan to support Students with Disabilities 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.

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

Students with Disabilities (SWD):
With 7090 or 7091 funds we plan to support Students with Disabilities 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.

As a site: What are the planned actions to support this student group?

- Students with Disabilities (SWD):**
- Professional Learning provided by our site Academic coach to support teachers with UDL and progress monitoring.
 - Interventions will include use of iReady data to focus on the needs of students to ensure academic success.
 - Student goal setting and data chats based on SBAC and iReady results.
 - Incentive/awards may be purchased
 - Amira for fluency
 - Technology/subscriptions to support designation/integrated instruction
 - Materials and supplies to support instruction

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Teachers will effectively implement Tier 1 instruction with aligned assessments. - PLC teams will meet consistently to analyze data and adjust instruction. - Tier 2 and 3 interventions will be structured and targeted based on assessment results. - K-2 teachers will complete foundational literacy training, and 3-6 teachers will finalize a comprehensive assessment plan.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Increased student engagement and literacy proficiency in all grade levels. - Growth in student performance on CFA, CSA, IAB, and FIAB assessments. - Effective collaboration within PLCs leading to refined instructional practices. - Strengthened intervention structures resulting in accelerated progress for struggling readers.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - A significant increase in students reading at or above grade level, closing achievement gaps. - A sustainable, data-driven instructional culture embedded in PLC practices. - Reduced need for intensive Tier 3 interventions due to strong foundational literacy development in early grades. - High teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs.

2025-2026 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, academic chats, and planning days/lesson studies to support site goals. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1 **No IEPs**	6,012.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for certificated staff for tutoring, planning and special projects to support site goals. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1 **No IEPs**	36,378.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Professional reading, leveled texts, and grade level curriculum and online subscriptions for classrooms to support student achievement. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	3,001.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows in support of literacy. Additional Goals: G1A2-A3	10,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP/SSTs, academic chats, and planning days Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	15,744.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for certificated staff in tutoring/special projects that support site goals. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	2,452.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		28,033.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Texts and online subscriptions to support student achievement. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	11,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies, assemblies, and enrichment programs for academic achievement, student engagement, building community-career connections, SEL and cultural proficiency. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	28,275.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies, assemblies, and enrichment programs for academic achievement, student engagement, building community-career connections, SEL and cultural proficiency. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	3,000.00

2025-2026 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	Sup & Conc	Instruction	Nc-Equipment			Furniture and technology purchase to support literacy and math instruction in support of site goals and student achievement. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	5,000.00
G1A1	Sup & Conc	Instruction	Travel			Professional Learning for teachers to support literacy, math, and social emotional learning in support of site goals and student achievement. Additional Actions: G1A2-A3, G2A1, G3A1-A4, G4A1, and G5A1	2,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Lease for Ricoh Staff Copy machine Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	11,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and tech repairs	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Instructional materials and resources from graphics in support of site goals and office materials. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	500.00
G1A1	Sup & Conc	Instruction	Direct-Food			: Snacks for SBAC and Site assessments Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	1,000.00
G1A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Supplemental contracts for classified staff for tutoring, events, and special projects to support site goals. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	13,090.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		28,033.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows in support of literacy. Additional Goals: G1A2-A3	7,840.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sup			Translators for parent meetings and special projects. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	131.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs for ELRT data chats and goal setting. Additional Goals: G1A1-A2, G2A1, G3A1-A3, G4A1, and G5A1	596.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors and tutoring in support of site goals. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	4,904.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support literacy and math for EL students in support of site	1,000.00

2025-2026 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
G1A3		Instruction	Mat & Supp			goals. Additional Goals: G1A1-A2, G2A1, G3A1-A3, G4A1, and G5A1	1,000.00

\$219,989.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	80.8 %	2024-2025	85 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, the percent favorable in student-centered/real-world experiences domain on the Fall Climate & Culture student survey increased overall by 3% from Fall 2023 to 2024. For specific student groups, two groups' results are significantly lower: Students with Disabilities (74%) and African American students (76%)

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Below are the major causes on why students struggled to report more favorably in student-centered/real-world experiences domain on the Fall Climate & Culture student survey.

- We were unable to get someone to volunteer to head our "Meaningful Jobs" initiative.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Offer supplemental contract/incentives to staff members to organize and manage "Meaningful Jobs".

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Real-World Learning Experiences and Meaningful Work

Not Implemented

Actions were not implemented due to not being able to find someone to support meaningful jobs. This requires many hours of planning and teachers already felt they have too much on their plates.

Action 2: Students engaged in a our school and community.

Not Implemented

Actions were not implemented to meet desired outcome as the focus for staff continued to be on strengthening stability for Tier I-II students in a classroom setting and continuing strong Tier I instruction with Tier II-III interventions.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Real-World Learning Experiences and Meaningful Work

Ineffective

Because the action was not implemented due to lack of staff, the action was ineffective. To meet this going forward we will offer an extra pay contract to staff to take the lead on this important task.

Action 2: Students engaged in a our school and community.

Ineffective

We have combined the two actions into one going forward. See above.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

The Climate and Culture Team along with ILT will strengthen staff knowledge around the following school wide programs to increase more favorable responses in the student-centered/real-world experiences domain on the Fall Climate & Culture student survey.

- Meaningful Jobs, Student Clubs, Kindness Tickets, REACH Tickets
- Cultural Proficiency and Tier 1 engagement strategies ensuring students in subgroups receive grade level appropriate work and support in closing the learning gaps with a special lens on specific needs for subgroups.
- Offer supplemental contracts to staff members to organize and lead this work.

Section D: 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.

SSC:

- Activities parents can help with
- Jobs around the school for students

ELAC:

- Continue Family Engagement Hours
- More opportunities for families to help
- More information for families to help their child at home
- Continue Literacy Nights and Book Clubs

Staff:

- Meaningful Jobs
- Career Day with speakers/Parents
- Assemblies with Community Speakers
- Mentors

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.
- Extra pay contract for jobs coordinator(s)
- Materials and supplies

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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 decreased in their progress towards proficiency from 5 making progress last year to 38% making progress this year.

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

Student Groups

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

Students with Disabilities (SWD):

With Title I funds we plan to support Students with Disabilities 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.

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

Students with Disabilities (SWD):

With 7090 or 7091 funds we plan to support Students with Disabilities 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.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

- Professional Learning provided by our site Academic coach to support teachers with UDL and progress monitoring.
- Interventions will include use of iReady data to focus on the needs of students to ensure academic success.
- Student goal setting and data chats based on SBAC and iReady results.
- Incentive/awards may be purchased

- Amira for fluency
- Technology/subscriptions to support designation/integrated instruction
- Materials and supplies to support instruction

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Increased student engagement as more clubs and enrichment opportunities become available.
- Improved identification and support for Tier 3 students through the MTSS framework, with assigned case managers ensuring individualized assistance.
- Staff will use data-driven decision-making to provide timely interventions, leading to immediate academic and behavioral improvements.
- Stronger family-school connections through continued family events, reinforcing parent involvement and community engagement.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Noticeable improvements in student achievement and social-emotional well-being due to targeted Tier I, II, and III interventions.
- Increased student participation in extracurricular activities, leading to higher school engagement and a stronger sense of belonging.
- Strengthened club programs, fostering positive peer relationships and leadership skills.
- Expanded career exploration opportunities through job fairs, career days, and networking with industry professionals.
- Higher family participation in school events, with new activities tailored to community needs based on parent feedback.
- A structured approach to SEL (Social-Emotional Learning) rallies and assemblies, improving school climate and student well-being.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Sustained student growth in academics, social-emotional learning, and leadership due to a well-rounded support system.
- A fully developed MTSS framework with consistent progress tracking, intervention adjustments, and wraparound services for students in need.
- A diverse range of clubs and enrichment programs embedded into the school culture, ensuring long-term engagement and student success.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		37 %	2023-2024	32 %
Suspension Rate	✓	2.17 %	3.3 %	2023-2024	2.5 %
Suspension Rate - (African American)	✓		9.3 %	2023-2024	8 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Chronic absenteeism and high suspension rates are significant challenges affecting student success and school performance.

- High chronic absenteeism among African American students (40%) and students with disabilities (45.9%).
- Suspension rates are notably higher among African American students (9%) increasing 2% in the last year.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Chronic Absenteeism

- School avoidance due to anxiety, depression, and trauma.
- Lack transportation/funds for gas and/or other necessary items to be prepared for school (i.e.: clean clothes)
- Lack of understanding of attendance policies.
- Responsible adult may suffer from physical or mental health issues inhibiting getting students to school.

Suspensions

- High percentage of students exposed to trauma and/or behaviors that results in level III misbehaviors.
- High number of early learning students entering school without self-regulation, social, communication and problem-solving skills.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Chronic absenteeism:

- Strengthen school wide attendance intervention strategies and behavioral support programs for all student groups.
- Increase family/community engagement
- Continue to target interventions for at-risk student populations.

Suspensions:

- Continue and strengthen Tier 1 classroom supports such as Morning meetings, Second Step & CHAMPS.
- Continue and strengthen targeted interventions for Tier II and Tier III students through TST.
 - Include targeted intervention for African American students

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Attendance

Partially Implemented

The intended goal was partially implemented due changes in our attendance team and our IS going on leave. We will continue the following:

- Tier I Structures/Supports:
 - Morning Meeting, Second Step, CHAMPS, Small group intervention
 - REACH tickets/Kindness Tickets/Check in-out
 - RCA support
- Tier II/III Structures/Supports:
 - School wide referral process through TST
 - Bimonthly TST meetings
 - Bimonthly attendance meetings to progress monitor identified students
 - Daily Dive/RTI
 - Intervention Specialist
 - CSSW
 - RCA Support
 - AI4Youth
 - Family Foundations
 - SST/IEPs/Parent meetings

Action 2: Positive Behavior Support

Partially Implemented

The intended goal was partially implemented due to RCA needing training in how to support our struggling students and our IS going on leave. Our Site coach began working with the RCA mid-year to train her in goal setting with students, check-ins, skills building. We will continue the following:

- Tier I Structures/Supports:
 - Morning Meeting, Second Step, CHAMPS, Small group intervention with RCA
 - Mentor support
 - REACH tickets/Check in-out
- Tier II/III Structures/Supports:
 - School wide referral process through TST
 - Bimonthly TST meetings to progress monitor identified students
 - Bimonthly attendance meetings
 - Daily Dive/RTI
 - Intervention Specialist
 - CSSW
 - All4Youth
 - Family Foundations
 - SST/IEPs/Parent meetings

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Attendance

Partially Effective

The actions were Partially Effective-New Team process and the IS going on leave caused a slight delay in some of the processes. Staff will continue to appropriately monitor tiered systems of support through the TST process to increase attendance rates and decrease suspensions.

Action 2: Positive Behavior Support

Partially Effective

The actions were partially effective- RCA needed some training with small group interventions, progress monitoring, and goal setting. Staff will continue to appropriately respond to misbehaviors by adhering to the tiered levels of support for behavior to increase daily attendance and decrease suspensions.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

The Climate and Culture Team will strengthen overall staff knowledge around the tiered systems of support for all students to improve daily attendance and decrease suspensions. In addition, the RCA will support with skills instruction and goal setting.

Section D: 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.

SSC:	ELAC:	Staff:
• Clubs and sports at school • Student Leadership Opportunities • Attendance incentives	• Continue Family Engagement Hours • More opportunities for families to help • More information for families to help their child at home • Continue Literacy Nights and Book Clubs	• Students need "Meaningful Jobs" • Sports for students are important • Parent meetings/communications • Supports for with students with behaviors • Student Site Council

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- "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 "Student Site Council" 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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 decreased in their progress towards proficiency from 5 making progress last year to 38% making progress this year.

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

Student Groups

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

Students with Socio-economically Disadvantaged (SED)

Teachers will be encouraged to attend optional Professional Learning opportunities provided by the district.

Site level PLC will have support from admin.

Classroom observations with feedback to teachers through the lens of CSTP, and TNTP.

Tier II intervention Specialist and counselors will provide SEL support such as building positive relationships with Tier 2 students by conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous monitoring of students' overall social emotional needs.

REACH room will be provided for when students need a change of environment to work on their SEL skills.

Attendance team will monitor and conduct biweekly meetings with parents and students to set attendance goals.

Admin and Home School Liaison will work with families to improve student attendance.

Purchase orders and funds will be used to purchase the following: materials and supplies needed for celebrations, engagements, and team building.

Materials and supplies to support classroom instruction and school safety.

Materials and supplies to support student SEL and character counts. food for celebrations, engagements, and team building.

Supplemental materials, incentives, and supplies will be provided in order to assist the Attendance Team (Home School Liaison, Tier II Intervention Specialist, Office Assistant,) to work with students that are chronically absent.

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

Hispanic (HI) and English Learner (EL)

Teachers will be encouraged to attend optional Professional Learning opportunities provided by the district.

Site level PLC will have support from admin.

Classroom observations with feedback to teachers through the lens of CSTP, and TNTP.

Tier II intervention Specialist and counselors will provide SEL support such as building positive relationships with Tier 2 students by conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous monitoring of students' overall social emotional needs.

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Materials and supplies to support student SEL and character counts. food for celebrations, engagements, and team building.

Supplemental materials, incentives, and supplies will be provided in order to assist the Attendance Team (Home School Liaison, Tier II Intervention Specialist, Office Assistant,) to work with students that are chronically absent.

As a site: What are the planned actions to support this student group?

African American (AA):

Teachers will be encouraged to attend optional Professional Learning opportunities provided by the district.

Site level PLC will have support from admin.

Classroom observations with feedback to teachers through the lens of CSTP, and TNTP.

Tier II intervention Specialist and counselors will provide SEL support such as building positive relationships with Tier 2 students by conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous monitoring of students' overall social emotional needs.

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Supplemental materials, incentives, and supplies will be provided in order to assist the Attendance Team (Home School Liaison, Tier II Intervention Specialist, Office Assistant,) to work with students that are chronically absent.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Staff will receive professional learning around positive Tier 1 supports in August. • Teachers will effectively implement Tier 1 strategies to increase attendance and expectations • Schoolwide attendance/behavior assemblies will be provided to students in August and January. • RCA will begin goal setting with students identified as needing continued support at the end of the 2024-25 school year. • Family Foundations and All 4 Youth will start the year with students identified as needing continued support at the end of the 2024-25 school year.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Increase number of students attending and receiving school-wide attendance incentives (increase by 5% each quarter) • Sustain ADA rates to above 90% • Decrease Suspension Rates by 5% for all Students • Decrease Chronic Absenteeism for all students by 10% • Continued implementation of TST and Attendance Committee tracking data, progress monitoring, and actionable steps to improve attendance	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Decrease Chronic Absenteeism to 8% or less • Sustain ADA rates to above 90% • Decrease Suspension Rates by 5% for all Students • Decrease Chronic Absenteeism for EL students by 10% • Continued implementation of TST and Attendance Committee tracking data, progress monitoring, and actionable steps to improve attendance

Action 2 :

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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
- Expanded learning program (after-school program) to provide services each day after school.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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, 23.5% are considered chronically absent. This declined by 2% since last year.

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.
- 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.

Student Groups

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

Students with Socio-economically Disadvantaged (SED)

Teachers will be encouraged to attend optional Professional Learning opportunities provided by the district.

Site level PLC will have support from admin.

Classroom observations with feedback to teachers through the lens of CSTP, and TNTP.

Tier II intervention Specialist and counselors will provide SEL support such as building positive relationships with Tier 2 students by conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous monitoring of students' overall social emotional needs.

REACH room will be provided for when students need a change of environment to work on their SEL skills.

Attendance team will monitor and conduct biweekly meetings with parents and students to set attendance goals.

Admin and Home School Liaison will work with families to improve student attendance.

Purchase orders and funds will be used to purchase the following: materials and supplies needed for celebrations, engagements, and team building.

Materials and supplies to support classroom instruction and school safety.

Materials and supplies to support student SEL and character counts. food for celebrations, engagements, and team building.

Supplemental materials, incentives, and supplies will be provided in order to assist the Attendance Team (Home School Liaison, Tier II Intervention Specialist, Office Assistant,) to work with students that are chronically absent.

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

Hispanic (HI) and English Learner (EL)

Teachers will be encouraged to attend optional Professional Learning opportunities provided by the district.

Site level PLC will have support from admin.

Classroom observations with feedback to teachers through the lens of CSTP, and TNTP.

Tier II intervention Specialist and counselors will provide SEL support such as building positive relationships with Tier 2 students by conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous monitoring of students' overall social emotional needs.

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Materials and supplies to support classroom instruction and school safety.

Materials and supplies to support student SEL and character counts. food for celebrations, engagements, and team building.

Supplemental materials, incentives, and supplies will be provided in order to assist the Attendance Team (Home School Liaison, Tier II Intervention Specialist, Office Assistant,) to work with students that are chronically absent.

As a site: What are the planned actions to support this student group?

African American (AA):

Teachers will be encouraged to attend optional Professional Learning opportunities provided by the district.

Site level PLC will have support from admin.

Classroom observations with feedback to teachers through the lens of CSTP, and TNTP.

Tier II intervention Specialist and counselors will provide SEL support such as building positive relationships with Tier 2 students by conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous monitoring of students' overall social emotional needs.

REACH room will be provided for when students need a change of environment to work on their SEL skills.

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Materials and supplies to support classroom instruction and school safety.

Materials and supplies to support student SEL and character counts. food for celebrations, engagements, and team building.

Supplemental materials, incentives, and supplies will be provided in order to assist the Attendance Team (Home School Liaison, Tier II Intervention Specialist, Office Assistant,) to work with students that are chronically absent.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them. - Staff will receive professional learning around positive Tier 1 supports in August. - Teachers will effectively implement Tier 1 strategies to increase attendance and expectations - Schoolwide attendance/behavior assemblies will be provided to students in August and January. - RCA will begin goal setting with students identified as needing continued support at the end of the 2024-25 school year. - Family Foundations and All 4 Youth will start the year with students identified as needing continued support at the end of the 2024-25 school year.	Shape these behaviors... Include how these outcomes will be measured and who will monitor them. - Increase number of students attending and receiving school-wide attendance incentives (increase by 5% each quarter) - Sustain ADA rates to above 90% - Decrease Suspension Rates by 5% for all Students - Decrease Chronic Absenteeism for all students by 10% - Continued implementation of TST and Attendance Committee tracking data, progress monitoring, and actionable steps to improve attendance	And ultimately achieve these impacts. Include how these outcomes will be measured and who will monitor them. - Decrease Chronic Absenteeism to 8% or less - Sustain ADA rates to above 90% - Decrease Suspension Rates by 5% for all Students - Decrease Chronic Absenteeism for EL students by 10% - Continued implementation of TST and Attendance Committee tracking data, progress monitoring, and actionable steps to improve attendance

Action 3 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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.
- All For Youth counseling/mentoring
- Family Foundations counseling
- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

African American (AA):

Teachers will be encouraged to attend optional Professional Learning opportunities provided by the district.

Site level PLC will have support from admin.

Classroom observations with feedback to teachers through the lens of CSTP, and TNTP.

Tier II intervention Specialist and counselors will provide SEL support such as building positive relationships with Tier 2 students by conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous monitoring of students' overall social emotional needs.

REACH room will be provided for when students need a change of environment to work on their SEL skills.

Attendance team will monitor and conduct biweekly meetings with parents and students to set attendance goals.

Admin and Home School Liaison will work with families to improve student attendance.

Purchase orders and funds will be used to purchase the following: materials and supplies needed for celebrations, engagements, and team building.

Materials and supplies to support classroom instruction and school safety.

Materials and supplies to support student SEL and character counts. food for celebrations, engagements, and team building.

Supplemental materials, incentives, and supplies will be provided in order to assist the Attendance Team (Home School Liaison, Tier II Intervention Specialist, Office Assistant,) to work with students that are chronically absent.

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

Students with Socio-economically Disadvantaged (SED)

Teachers will be encouraged to attend optional Professional Learning opportunities provided by the district.

Site level PLC will have support from admin.

Classroom observations with feedback to teachers through the lens of CSTP, and TNTP.

Tier II intervention Specialist and counselors will provide SEL support such as building positive relationships with Tier 2 students by conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous monitoring of students' overall social emotional needs.

REACH room will be provided for when students need a change of environment to work on their SEL skills.

Attendance team will monitor and conduct biweekly meetings with parents and students to set attendance goals.

Admin and Home School Liaison will work with families to improve student attendance.

Purchase orders and funds will be used to purchase the following: materials and supplies needed for celebrations, engagements, and team building.

Materials and supplies to support classroom instruction and school safety.

Materials and supplies to support student SEL and character counts. food for celebrations, engagements, and team building.

Supplemental materials, incentives, and supplies will be provided in order to assist the Attendance Team (Home School Liaison, Tier II Intervention Specialist, Office Assistant,) to work with students that are chronically absent.

As a site: What are the planned actions to support this student group?

African American (AA):

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Staff will receive professional learning around positive Tier 1 supports in August. • Teachers will effectively implement Tier 1 strategies to increase attendance and expectations • Schoolwide attendance/behavior assemblies will be provided to students in August and January. • RCA will begin goal setting with students identified as needing continued support at the end of the 2024-25 school year. • Family Foundations and All 4 Youth will start the year with students identified as needing continued support at the end of the 2024-25 school year.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Increase number of students attending and receiving school-wide attendance incentives (increase by 5% each quarter) • Sustain ADA rates to above 90% • Decrease Suspension Rates by 5% for all Students • Decrease Chronic Absenteeism for all students by 10% • Continued implementation of TST and Attendance Committee tracking data, progress monitoring, and actionable steps to improve attendance	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Decrease Chronic Absenteeism to 8% or less • Sustain ADA rates to above 90% • Decrease Suspension Rates by 5% for all Students • Decrease Chronic Absenteeism for EL students by 10% • Continued implementation of TST and Attendance Committee tracking data, progress monitoring, and actionable steps to improve attendance

2025-2026 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
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6875		55,974.00

\$55,974.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	92.9 %	2024-2025	95 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Del Mar’s problem of practice is based on the metrics in this current goal, although there has been an increase of 5% in favorable responses in comparison to other elementary schools in FUSD for the **Staff Climate and Culture Survey**, we have identified that there could be a increase in favorable responses to two questions:

1. I feel valued at this school. **85%**responded favorably with a **12%decline** from Spring 2024 survey.
2. We have a culture that provides staff with opportunities to be involved in planning and decision making. **87%**responded favorably with a decline of **13%**from Spring 2024 survey.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- The demographics for our student population is one that is exposed to and experiences high trauma, teachers are then affected by secondary trauma.
- Our demographics also experience high transiency rates which can affect their abilities to feel stability and thus make it harder to overcome challenges and establish relationships.
- Survey results show a 7% decline in staff seeing the connection between their role and the district’s mission and vision for students.
- Survey results show a 7% decline in adults at this school model the social emotional skills we expect from students.
- Survey results show a 7% decline in having a culture that provides staff recognition for the work they do.
- Difficult student behaviors in need of Tier III support.
- Inadequate/ineffective admin/district support in Tier III student misbehaviors.
- Communication/follow up from admin after an office referral via Atlas.
- Teacher’s failing to input student behavior referrals.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Need a school wide commitment to teach Second Step lessons in all grade levels
- On going training to support teachers with classroom management and specific strategies to build resiliency

- Professional learning for teachers focused on building empathy and learning trauma informed practices
- Recruitment and retention of staff reflecting the diversity of our community.
- Provide voluntary opportunities for staff to feel connected to school community.
- Resources to help teachers cope w/trauma-self-care.
- Train NTAs to be accountable for school rules/expectations.
- Rock STAR Teacher/Classified
- Teachers need admin mediator for difficult parent communication.
- Clarity on consequences for student misbehaviors.
- Staff appreciation meals
- Staff survey to involve staff in topics of buyback, PLs, and designated hours

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff Engagement

Partially Implemented

Action 1: Del Mar's goal to create a safe and inclusive environment that promotes relationships, diversity and collaboration was fully implemented. Staff engaged in Team Building Activities, staff celebrations, school spirit, professional development, and many other events that built community for the entire staff. This helped to promote relationships amongst staff and strengthen connections amongst staff and students. This brought the results of our staff Climate and Culture Survey.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff Engagement

Partially Effective

Increase Overall Positive Sense of Belonging: An analysis of our Staff Survey data shows that we need to remain focused on creating positive environments in which certificated and classified staff feel appreciated, supported, and involved in the planning and decision making.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

To meet this goal, the following actions will be taken:

1. Certificated and Classified staff will:

- plan school-wide activities that are Culturally Proficient and reflect the diversity of our community.
- work to create engagement activities that deepen positive connections with students and school community.
- be encouraged to participate in leadership roles and committees.
- collaborate with Culture and Climate Team to develop and implement a Multiple Tier Support System (MTSS) to support productive student behaviors.
- plan staff appreciation events to honor and recognize the work of staff as they ensure students receive high quality instruction and demonstrate responsibility, respect, and success; all aligned to Del Mar's guidelines for success.
- ILT and CCT monthly meetings to address concerns and create action plans based on data and feedback.
- Climate and Culture Team meet once a month to review data around Chronic Absenteeism, levels of misbehavior and student engagement (Power BI, Atlas entries, and Survey Results) and develop action plan to address needs.
- Instructional Leadership Team meets monthly as a site and participates in the regional meetings.
- Staff will develop School Building Committee.
- Site and Regional ILT meetings are focused on rigorous instruction, student assessments, and intervention support and improving ELA and Math performance.

2. Admin will:

- conduct weekly check-ins with certificated and classified staff as a way to build connections and relationships as well as address concerns/ideas they may have to maintain a positive culture at Del Mar
- quarterly meetings will be held for classified and certificated (non-teachers) staff to review practices, address concerns, and provide opportunities for staff input.
- ensure 100% of all staff members receive training to support school wide practices pertaining to social emotional, behavioral, mental health, culturally responsive, inclusion, and attendance needs aligned to site goals within the MTSS framework.
- retain new staff by building their confidence and knowledge around best instructional/site practices, providing research-based strategies and coaching support to best meet the needs of students at Del Mar.
- positive staff celebrations and recognition systems by providing incentives to promote school culture that is sustainable to promote positive interactions and relationship building between staff-staff, staff-student, student-student, and with families and the community.
- provide ongoing support and communication with teachers and staff to ensure clarity with school wide goals, academic and behavioral expectations, and safety procedures.
- plan and differentiate Professional Learning to support school-wide practices pertaining to social emotional needs, behavioral needs and strategies, trauma informed practice, culturally responsive teaching, SPED inclusion practice, and attendance needs aligned to site goals within the MTSS framework.
- supplemental contracts will be provided for vertical articulation.
- teachers will meet with Academic Coach for additional support around instruction, planning, developing assessments, grading, safety procedures, and school related activities and deadlines.

Section D: 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.

SSC:

- Staff appreciation

ELAC:

During our ELAC meetings this year we have routinely reviewed budget, SPSA actions, and student data.

ELAC members and parents were informed of the following ways to support the social emotional and academic needs of our students:

- After school tutoring for students.
- SEL support for students in the form of small group and individual social skills building, check-ins, and counseling.
- Access to technology and website subscriptions for students.
- Engagement activities for students such as Club Friday, structured recess activities, and Noon Time League.

Staff:

- Continue "Rockstar Teacher/Staff Member" recognition
- Opportunities for staff input via ILT & CCT
- Team building

- English Learner supports and monitoring of EL
- Promoting and supporting literacy at school and home.
- Additional support using Teaching Fellows in classrooms.
- Parents were in agreement with the supports that were discussed.

Additional ELAC input and feedback:

Parents of English Language Learners completed a Needs Assessment Survey where they shared the need for the following supports:

- Information on how to help my child with homework and good study habits
- Parenting skills (disciplining my child and/or having high expectations for my child)
- Information on how to prepare for a successful parent teacher conference or meeting.
- Information on my rights and responsibilities as the parent of a public school student.
- Information on services provided by my school and school district.

English Learner Student Needs:

- Encouragement to be successful academically High expectations from school personnel.
- Additional learning opportunities (summer school, tutoring, before or after school programs).

Action 1 :

Staff Engagement

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.
- 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

Student Groups

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

African American

Purchase orders and funds will be used to purchase the following:

- materials and supplies needed for celebrations, engagements, and team building.
- materials and supplies to support classroom instruction and school safety.
- materials and supplies to support student SEL and character counts.
- food for celebrations, engagements, and team building.
- supplemental materials, incentives, and supplies will be provided in order to assist the Attendance Team (Home School Liaison(s), Tier II Intervention Specialist, Office Assistant,) to work with students that are chronically absent.

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

Hispanic and English Learners

Purchase orders and funds will be used to purchase the following:

- materials and supplies needed for celebrations, engagements, and team building.
- materials and supplies to support classroom instruction and school safety.
- materials and supplies to support student SEL and character counts.
- food for celebrations, engagements, and team building.
- supplemental materials, incentives, and supplies will be provided in order to assist the Attendance Team (Home School Liaison(s), Tier II Intervention Specialist, Office Assistant,) to work with students that are chronically absent.

As a site: What are the planned actions to support this student group?

Students with Disabilities

Purchase orders and funds will be used to purchase the following:

- materials and supplies needed for celebrations, engagements, and team building.
- materials and supplies to support classroom instruction and school safety.
- materials and supplies to support student SEL and character counts.
- food for celebrations, engagements, and team building.
- supplemental materials, incentives, and supplies will be provided in order to assist the Attendance Team (Home School Liaison(s), Tier II Intervention Specialist, Office Assistant,) to work with students that are chronically absent.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor

them.

Teachers will be encouraged to attend optional Professional Learning opportunities provided by the district.

Site level PLC will have support from admin.

Classroom observations with feedback to teachers through the lens of CSTP and TNTP.

Activities and events will be planned that reflect the diversity of our school community.

Tier II intervention Specialist and Resource Counselor Assistant will provide SEL support such as building positive relationships with Tier 2 students by conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous monitoring of students' overall social emotional needs.

REACH Room will be provided for when students need a change of environment to work on their SEL skills.

Admin and Home School Liaison will work with families to improve student attendance.

The data which will specifically monitor progress toward each indicator target:

- SPSA (School Plan for Student Achievement)
- Power BI Student Behavior
- Panorama Fall and Spring Surveys (students, parents, and staff)
- California Dashboard
- Site surveys
- Parent and staff feedback
- DESSA
- iReady
- Amira

them.

We will achieve these changes in knowledge and learning...
Include how these outcomes will be measured and who will monitor them.

Teachers will be encouraged to attend optional Professional Learning opportunities provided by the district.

Site level PLC will have support from admin.

Classroom observations with feedback to teachers through the lens of CSTP and TNTP.

Activities and events will be planned that reflect the diversity of our school community.

Tier II intervention Specialist and Resource Counselor Assistant will provide SEL support such as building positive relationships with Tier 2 students by conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous monitoring of students' overall social emotional needs.

REACH Room will be provided for when students need a change of environment to work on their SEL skills.

Admin and Home School Liaison will work with families to improve student attendance.

Foster collaboration within PLC teams teachers will be expected to be aligned in their instructional planning and practices.

PL will focus on building alignment within PLC teams and vertically throughout grade levels.

Attendance team will monitor and conduct biweekly meetings with parents and students to set attendance goals.

- Collaborate with Culture and Climate Team to develop and implement a Multiple Tier Support System (MTSS).
- Recognize the work of staff as they ensure students receive high quality instruction and demonstrate responsibility, respect, and success; all aligned to Del Mar's guidelines for success. ILT and CCT monthly meetings to address concerns and create action plans based on data and feedback.
- Including staff feedback in the decision making of school site.

them.

Teachers will be encouraged to attend optional Professional Learning opportunities provided by the district.

Site level PLC will have support from admin.

Classroom observations with feedback to teachers through the lens of CSTP and TNTP.

Activities and events will be planned that reflect the diversity of our school community.

Tier II intervention Specialist and Resource Counselor Assistant will provide SEL support such as building positive relationships with Tier 2 students by conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous monitoring of students' overall social emotional needs.

REACH Room will be provided for when students need a change of environment to work on their SEL skills.

Admin and Home School Liaison will work with families to improve student attendance.

Foster collaboration within PLC teams teachers will be expected to be aligned in their instructional planning and practices.

PL will focus on building alignment within PLC teams and vertically throughout grade levels.

Attendance team will monitor and conduct biweekly meetings with parents and students to set attendance goals.

The data which will specifically monitor progress toward each indicator target:

- SPSA (School Plan for Student Achievement)
- Power BI Student Behavior
- Panorama Fall and Spring Surveys (students, parents, and staff)
- California Dashboard
- Site surveys
- Parent and staff feedback
- DESSA
- iReady
- Amira

- Monthly meetings will be held for classified (non-teachers) staff to review practices, address concerns, and provide opportunities for staff input.
- 25% increase parent participation

The data which will specifically monitor progress toward each indicator target:

- SPSA (School Plan for Student Achievement)
- Power BI Student Behavior
- Panorama Fall and Spring Surveys (students, parents, and staff)
- California Dashboard
- Site surveys
- Parent and staff feedback
- DESSA
- iReady
- Amira

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	86 %	93 %	2024-2025	95 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Del Mar’s Problem of Practice in this area is to increase the opportunities for families to engage in their child’s education. To create a school environment that makes our families feel welcomed, respected, and safe.

Question	Del Mar	FUSD Elementaries	District
I feel like I am a partner in my child's school.	85% increase of 4%	87%	86%
I have opportunities to provide input at my child's school.	93% increase of 6%	94%	93%
My child's school provides meaningful family engagement opportunities and encourages participation.	94% increase of 5%	94%	93%

Results based on number of responses from 89 parents.

To create a school environment that makes our families feel welcomed, respected, and safe, Del Mar, will continue to provide several opportunities for families to engage in activities and events. Examples included: Back to School Night, parent teacher conferences, grade level parent engagement night (planned by grade level), open house, fall festival, family engagement meetings facilitated by full time Home School Liaison, parent volunteer opportunities for lunch clubs, parent resource room, chaperones for field trips, family literacy nights, parent workshops, academic luncheon/dinner, EL reclassification breakfast/luncheon, family dances, culturally aware school assemblies/events.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- The entire school community has seen an increase in complex social emotional needs.
- There has been an increase in chronic absenteeism where students do not want to come to school and or family dynamics are presenting barriers for student attendance.

- An increase in student misbehaviors that have also led to an increase in discipline.
- Low parent participation rate for attending meetings such as Family Engagement, SART, ELAC, and general site parent meetings, which were focused on supports for academic, social emotional needs, and attendance. This is possibly due to families being unable to attend because of meetings being held in the morning conflicting with work schedules.
- Non-attendance for parent meetings result in missed information pertaining to the safety and academic progress of students and school in general.
- Lack of transportation
- Parents whose children ride the bus rarely come to school.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- A district funded Home School Liaison (Spanish) will continue to communicate with the parents of target students to support improved attendance and participation.
- Continue to explore ways to increase the inclusion of our students with disabilities (SWD) and their families.
- Intervention Specialist Tier II will work with targeted students, and their families, to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.
- Staff will deepen the implementation of site based Cultural Proficient/Equitable practices and training to ensure instruction addresses the academic and social-emotional needs of our diverse community.
- Site based and district surveys will be utilized to solicit parent input and voice.
- Parent input and voice to be gathered through parent meetings and surveys.
- Parent survey feedback and input will be monitored and reviewed.
- Parent participation and engagement will be monitored through agendas, notes, and sign-in sheets.
- Increased number of family engagement opportunities- families were invited to participate in school events: Fall festival, Family Literacy, Success Together
- Parents were provided the opportunity to take the Fall Climate and Culture Survey at school. Hard copy of survey was provided.
- Increased the number of families who attend Monthly Family Engagement Hour- community members to speak, different topics, called parents to attend.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Parent Involvement

Partially Implemented

1. Materials and supplies maybe purchased to support parent meetings and trainings.
2. POs and Direct Food Services contracts maybe used to provide food and refreshments, for selected parent meetings.
3. Substitute teachers will be used, as available, to schedule SST meetings during the instructional day.
4. Babysitting and interpreters will be provided for specified parent meetings.
5. Opportunities for parent engagement through ELAC, Family Engagement Hour, and other learning opportunities for parent of EL students.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Parent Involvement

Partially Effective

- Metric went up
- Increased the number of families who took the Fall Survey- almost double
- Increased the number of families who attend and support school events

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. Learning opportunities for parents will be developed to familiarize parents with standards based instructional strategies.
2. These strategies may then be utilized to support learning in the home.
3. For student presentations, special efforts will be made to invite parents and members of the Del Mar community to present to the students.
4. SST meetings will be held, as needed, to ensure that parents are involved in developing plans to address academic and social emotional concerns.
5. To facilitate multiple meetings, subs will be provided, as available.
6. Teachers, in conjunction with the district funded Home School Liaison, will communicate with parents to ensure that they are kept up to date regarding events and student progress.
7. The district funded Home School Liaison, and IS will communicate with parents, and do home visits, as necessary, to support positive student behavior, attendance, and participation.
8. Site based and district surveys will be utilized to solicit parent input and voice.

Section D: 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.

SSC:

- Continue Family Engagement Hours
- More opportunities for families to help
- More information for families to help their child at home
- Continue Literacy Nights and Book Clubs

ELAC:

- Continue Family Engagement Hours
- More opportunities for families to help
- More information for families to help their child at home
- Continue Literacy Nights and Book Clubs

Staff:

- Continue Family Book night
- Continue carnival

Action 1 :

Parent Involvement

Action Details:

Increase opportunities for Parent Involvement and Engagement:

An analysis of our Parent Survey data and SSC feedback shows that Del Mar needs to continue to find ways to expand the opportunities for parents to be involved and engaged in their student's education by Promoting, soliciting, and retaining parents for site committees as for example school site council and ELAC.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

1. Learning opportunities for parents will be developed to familiarize parents with standards based instructional strategies.
1. These strategies may then be utilized to support learning in the home.
2. For student presentations, special efforts will be made to invite parents and members of the Del Mar community to present to the students.
3. SST meetings will be held, as needed, to ensure that parents are involved in developing plans to address academic and social emotional concerns.
4. To facilitate multiple meetings, subs will be provided, as available.
5. Teachers, in conjunction with the district funded Home School Liaison, will communicate with parents to ensure that they are kept up to date regarding events and student progress.
6. The district funded Home School Liaison, and IS will communicate with parents, and do home visits, as necessary, to support positive student behavior, attendance, and participation.
7. Site based and district surveys will be utilized to solicit parent input and voice.
8. 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.
9. 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.
10. Resources needed: Supplies for communication/advertising, incentives such as food, clothing, and other materials and supplies.
11. Supplemental contracts for staff will also be necessary for translating, babysitting, and preparation/follow up to meetings.
12. Technology and software licensing will also be needed to ensure parents are able to participate.
13. Materials and supplies for ELAC/SSC recruitment booths at family engagement nights, back-to-school night, open house night.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Opportunities for parent engagement through ELAC.
2. Parent Engagement hour and other learning opportunities for parents of EL students, will be provided.
3. POs, and Direct Food Services contracts maybe used to provide food and refreshments, for those meetings.
4. Interpreters and babysitting will also be provided for those events.
5. Using their home language, the district funded Home School Liaison (Spanish), and IS will communicate with parents of EL students, to promote parent participation.
6. Direct input from parents during SSC and ELAC meetings,
7. Parent voice will be important when making decisions for school actions and will provide input into how to best support our EL students.
8. Promote as many parents as possible to attend the ELAC meetings throughout the school year.
9. Staff will implement site based targeted Cultural Proficient / equity training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.

Student Groups

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

Students with Socio-economically Disadvantaged (SED)

Teachers will be encouraged to attend optional Professional Learning opportunities provided by the district.

Site level PLC will have support from admin.

Classroom observations with feedback to teachers through the lens of CSTP, and TNTP.

Tier II intervention Specialist and counselors will provide SEL support such as building positive relationships with Tier 2 students by conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous monitoring of students' overall social emotional needs.

REACH room will be provided for when students need a change of environment to work on their SEL skills.

Attendance team will monitor and conduct biweekly meetings with parents and students to set attendance goals.

Admin and Home School Liaison will work with families to improve student attendance.

Purchase orders and funds will be used to purchase the following: materials and supplies needed for celebrations, engagements, and team building.

Materials and supplies to support classroom instruction and school safety.

Materials and supplies to support student SEL and character counts. food for celebrations, engagements, and team building.

Supplemental materials, incentives, and supplies will be provided in order to assist the Attendance Team (Home School Liaison, Tier II Intervention Specialist, Office Assistant,) to work with students that are chronically absent.

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

Hispanic (HI) and English Learner (EL)

Teachers will be encouraged to attend optional Professional Learning opportunities provided by the district.

Site level PLC will have support from admin.

Classroom observations with feedback to teachers through the lens of CSTP, and TNTP.

Tier II intervention Specialist and counselors will provide SEL support such as building positive relationships with Tier 2 students by conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous monitoring of students' overall social emotional needs.

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Materials and supplies to support classroom instruction and school safety.

Materials and supplies to support student SEL and character counts. food for celebrations, engagements, and team building.

Supplemental materials, incentives, and supplies will be provided in order to assist the Attendance Team (Home School Liaison, Tier II Intervention Specialist, Office Assistant,) to work with students that are chronically absent.

As a site: What are the planned actions to support this student group?

African American (AA):

Teachers will be encouraged to attend optional Professional Learning opportunities provided by the district.

Site level PLC will have support from admin.

Classroom observations with feedback to teachers through the lens of CSTP, and TNTP.

Tier II intervention Specialist and counselors will provide SEL support such as building positive relationships with Tier 2 students by conducting individual/small group sessions to build and repair relationships, teach students social skills as well as providing continuous monitoring of students' overall social emotional needs.

REACH room will be provided for when students need a change of environment to work on their SEL skills.

Attendance team will monitor and conduct biweekly meetings with parents and students to set attendance goals.

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Materials and supplies to support student SEL and character counts. food for celebrations, engagements, and team building.

Supplemental materials, incentives, and supplies will be provided in order to assist the Attendance Team (Home School Liaison, Tier II Intervention Specialist, Office Assistant,) to work with students that are chronically absent.

Progress Monitoring: Outcomes

Reasoning for using this action	☒ Strong Evidence	☒ Moderate Evidence	☐ Promising Evidence
---------------------------------	---	---	---

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Certificated and Classified staff will: Plan school-wide activities that are Culturally Proficient and reflect the diversity of our community. • Work to create engagement activities that deepen positive connections with students and school community. • Be encouraged to participate in leadership roles and committees (ensure to include classified staff). • 10% increase parent participation The data which will specifically monitor progress toward each indicator target: • SPSA (School Plan for Student Achievement) • Power BI Student Behavior • Panorama Fall Surveys (students, parents, and staff) • California Dashboard • Site surveys • Parent and staff feedback The data which will specifically monitor progress toward each indicator target: • SPSA (School Plan for Student Achievement) • Power BI Student Behavior • Panorama Fall Surveys (students, parents, and staff) • California Dashboard • Site surveys • Parent and staff feedback	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Collaborate with Culture and Climate Team to develop and implement a Multiple Tier Support System (MTSS). • Recognize the work of staff as they ensure students receive high quality instruction and demonstrate responsibility, respect, and success; all aligned to Del Mar's guidelines for success. ILT and CCT monthly meetings to address concerns and create action plans based on data and feedback. • Including staff feedback in the decision making of school site. • Monthly meetings will be held for classified (non-teachers) staff to review practices, address concerns, and provide opportunities for staff input. • 25% increase parent participation The data which will specifically monitor progress toward each indicator target: • SPSA (School Plan for Student Achievement) • Power BI Student Behavior • Panorama Fall and Spring Surveys (students, parents, and staff) • California Dashboard • Site surveys • Parent and staff feedback • DESSA • iReady • Amira	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Collaborate with Culture and Climate Team to develop and implement a Multiple Tier Support System (MTSS). • Recognize the work of staff as they ensure students receive high quality instruction and demonstrate responsibility, respect, and success; all aligned to Del Mar's guidelines for success. ILT and CCT monthly meetings to address concerns and create action plans based on data and feedback. • Including staff feedback in the decision making of school site. • Monthly meetings will be held for classified (non-teachers) staff to review practices, address concerns, and provide opportunities for staff input. • 50% increase parent participation The data which will specifically monitor progress toward each indicator target: • SPSA (School Plan for Student Achievement) • Power BI Student Behavior • Panorama Fall and Spring Surveys (students, parents, and staff) • California Dashboard • Site surveys • Parent and staff feedback • DESSA • iReady • Amira

2025-2026 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			Parent participation and babysitting. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	655.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement. ***No food or incentives*** Additional Goals: G1A1-A3, G2A1, G3A1-A3, and G4A1	1,500.00

\$2,155.00

2025-2026 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, academic chats, and planning days/lesson studies to support site goals. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1 **No IEPs**	6,012.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for certificated staff for tutoring, planning and special projects to support site goals. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1 **No IEPs**	36,378.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Texts and online subscriptions to support student achievement. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	13,001.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP/SSTs, academic chats, and planning days Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	15,744.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for certificated staff in tutoring/special projects that support site goals. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	2,452.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		28,033.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies, assemblies, and enrichment programs for academic achievement, student engagement, building community-career connections, SEL and cultural proficiency. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	42,275.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Furniture and technology purchase to support literacy and math instruction in support of site goals and student achievement. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	5,000.00
G1A1	Sup & Conc	Instruction	Travel			Professional Learning for teachers to support literacy, math, and social emotional learning in support of site goals and student achievement. Additional Actions: G1A2-A3, G2A1, G3A1-A4, G4A1, and G5A1	2,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Lease for Ricoh Staff Copy machine Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	11,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenace and tech repairs	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Instructional materials and resources from graphics in support of site goals and office materials. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	500.00
G1A1	Sup & Conc	Instruction	Direct-Food			: Snacks for SBAC and Site assessments Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	1,000.00

G1A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Supplemental contracts for classified staff for tutoring, events, and special projects to support site goals. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	13,090.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		28,033.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Books for our Bilingual Library for all EL grade levels	8,840.00
G1A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Sup			Translators for parent meetings and special projects. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	131.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs for ELRT data chats and goal setting. Additional Goals: G1A1-A2, G2A1, G3A1-A3, G4A1, and G5A1	596.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors and tutoring in support of site goals. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	4,904.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrcr Cnslg	0.6875		55,974.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent participation and babysitting. Additional Goals: G1A2-A3, G2A1, G3A1-A3, G4A1, and G5A1	655.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement. ***No food or incentives*** Additional Goals: G1A1-A3, G2A1, G3A1-A3, and G4A1	1,500.00
							\$278,118.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$57,546.00
Sup & Conc	7090	\$178,068.00
LCFF: EL	7091	\$42,504.00
Grand Total		\$278,118.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$219,989.00
G3 - Increase student engagement in their school and community	\$55,974.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,155.00
Grand Total	\$278,118.00