Del Mar Elementary

10621666006183

Principal's Name: Nicole Woods

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

Title I SWP/TSI Targeted Support and Improvement

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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 and Guardrails 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.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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.

Del Mar 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 – Enoch Oliva				**X**	
3. Vice President – Lizbeth Marquez				**X**	
4. Secretary – Veronica Perez				**X**	
5. Claudine Davis				**X**	
6. Mao Lee		**X**			
7. Nancy Gomez			**X**		
8. Renee McQuiller				**X**	
9. Regina Moua		**X**			
10. Judith Sanchez			**X**		
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Del Mar			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Nicole Woods**	Nicole Woods	3/12/26
SSC Chairperson	**Lizbeth Marquez**		3-12-26

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

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

FY 2026/27

Del Mar - 0120

ON-SITE ALLOCATION

3010	Title I	$59,478	*
7090	LCFF Supplemental & Concentration	$166,272	
7091	LCFF for English Learners	$40,020	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$265,770**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$1,724
	Program Budget	$57,754
	Total Title I Allocation	$59,478

ESSA Assistance Status: Targeted Support and Improvement (TSI)

January 30, 2026

Del Mar Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	ELPAC - percentage of students who scored 4		21.5 %	2024-2025	**22.6 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		60.3 %	2024-2025	**61.4 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		44.9 %	2025-2026	**46 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)	50 %	42.9 %	2025-2026	**44 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		43.3 %	2025-2026	**44.4 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		55.9 %	2025-2026	**57 %**
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)	32 %	25.4 %	2025-2026	**26.5 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		55.1 %	2025-2026	**56.2 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)	50 %	43.5 %	2025-2026	**44.6 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		69.2 %	2025-2026	**70.3 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		54.5 %	2025-2026	**55.6 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)	22 %	13.9 %	2025-2026	**15 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	44 pts	-52.4 pts	2024-2025	**-37.4 pts**
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)	-114 pts	-132.2 pts	2024-2025	**-117.2 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		30.8 %	2024-2025	**35.8 %**
Goal 1	SBAC Math - Average distance from standard (ALL)	-63 pts	-82.2 pts	2024-2025	**-67.2 pts**
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-151.4 pts	2024-2025	**-136.4 pts**

Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		18.7 %	2024-2025	**23.7 %** ↑
Goal 2	Chronic Absenteeism - (African American)		40.8 %	2024-2025	**40.2 %** ↓
Goal 2	Chronic Absenteeism - (Asian)		43.3 %	2024-2025	**42.7 %** ↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	32 %	24.6 %	2025-2026	**24 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95 %	99 %	2025-2026	**100 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	95 %	96 %	2025-2026	**97.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		83 %	2025-2026	**85 %** ↑
Goal 2	Suspension Rate - (African American)	8 %	11.5 %	2024-2025	**11.17 %** ↓
Goal 2	Suspension Rate - (Asian)		6.5 %	2024-2025	**6.17 %** ↓
Goal 2	Suspension Rate - (Hispanic)		3.9 %	2024-2025	**3.57 %** ↓
Goal 2	Suspension Rate (ALL) Semester 1	2.5 %	2.2 %	2025-2026	**1.87 %** ↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Despite targeted instructional efforts and incremental gains across several English Language Arts (ELA) and Math indicators, our current data show that a significant portion of students are not yet meeting expected growth or proficiency targets. While most measures demonstrate slight improvement from the previous year, performance remains consistently **below required benchmarks** across English learner progress, i-Ready growth, early literacy outcomes, and SBAC proficiency. How can we strengthen Tier 1 instruction to accelerate student learning?

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

- ELs are receiving support, but Integrated ELD is not systematically embedded into content instruction., which then impacts performance across i-Ready growth, early literacy, and SBAC.
- Tier 1 instruction lacks the rigor and alignment needed to ensure adequate growth for all learners. Students are progressing, but not at the rate necessary to close skill gaps, meaning Tier 1 instruction is not strong enough to move all students toward grade-level mastery.
- We made an adjustment to our Teir 2 interventions to provide teacher and students with researched based curriculum aligned to student needs. However, the materials for this intervention did not arrive until November which affected the quality of instruction.

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.

- Integrated ELD within content professional learning for teachers using researched based strategies with walk throughs and feedback.
- Job embedded coaching cycles (8 weeks) to address Tier 1 instructional needs with walk throughs and feedback.
- Continued PL and walk throughs with feedback during Teir 2 intervention.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Students Reading on Grade Level by Third Grade

Partially Implemented

These actions were partially implemented due to having long term subs in 3 of our K-3 classrooms.

ELA 4th-6th grade

Partially Implemented

These actions were partially implemented due to not receiving materials for intervention until November.

Math K-6th Grade

Partially Implemented

These actions were partially implemented because we planned too much professional learning for the amount of time we had. Also, it was determined SWUN Math does not provide enough practice problems for students.

Real-World Learning Experiences and Meaningful Work

Partially Implemented

These actions were partially implemented. The job to coordinate "Meaningful work" is quite large and we could not find any volunteers, but we were able to support some of the work on a smaller scale.

Students engaged in a our school and community.

Fully Implemented

The actions were fully implemented as evidenced by student survey data.

Attendance

Fully Implemented

The actions were fully implemented as evidenced by the decrease in chronic absenteeism.

Positive Behavior Support

Partially Implemented

The actions were partially implemented as we were not able to hire the RCA until the second quarter.

Staff Engagement

Partially Implemented

These actions were partially implemented. We struggled to get someone to sign up for "Sunshine" committee, but a staff member did volunteer to organize some of the activities.

Parent Involvement

Fully Implemented

These actions were fully implemented as evidenced by parent survey data.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Students Reading on Grade Level by Third Grade

Partially Effective

The actions are producing consistent, positive movement in early-literacy growth and overall ELA outcomes, and the learning conditions are trending in the right direction but we are not yet meeting District targets in all areas.

ELA 4th-6th grade

Partially Effective

There are some gains on SBAC ELA (Meets/Exceeds +5 pp, DFS +15 points toward standard), indicating transfer to grade-level standards in upper elementary. Overall proficiency (i-Ready ALL) rose +1.1 pp and remains below the target.

Math K-6th Grade

Partially Effective

The SBAC gains are minimal, and i-Ready proficiency and stretch growth are not yet at target. With our site focus on division and fraction benchmarks, we are seeing more of a focus schoolwide.

Real-World Learning Experiences and Meaningful Work

Effective

Though our data is positive on student surveys, we struggled to find someone to take on the job of organizing meaningful work school wide, so we did a modified version. For next year we will modify to certain grade levels.

Students engaged in a our school and community.

Effective

Students are participating in more school activities than ever as evidenced by an 83% favorable rating on the student survey.

Attendance

Effective

The decrease in overall chronic absenteeism shows the actions are effective.

Positive Behavior Support

Effective

Decreases in overall suspension rates show the cations are effective.

Staff Engagement

Effective

Though we struggled to implement everything we planned, the 96% favorable staff survey results show what we are doing is supporting all staff.

Parent Involvement

Effective

The 99% favorable results on the parent survey show our actions are effective.

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.

Based on our analysis of the current SPSA actions and budget, we will:

- Ensure consistent use of high-quality instructional strategies across classrooms by providing focused professional development to enhance Tier 1 instruction.
- Continued coaching and monitoring of instructional practices.
- Strengthen tiered interventions, including family meetings.
- Continue providing inclusive and accessible family engagement opportunities.
- Intentional focus on staff support and collaboration to achieve and sustain the desired level of staff culture and morale.

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:

Parent literacy/math nights.

ELAC:

Tutoring and enrichment clubs for students

Staff:

1. Resource counseling assistant.

2. Literacy coach, 6-hour para, and Teaching Fellows to support intervention.

3. Substitutes for teacher learning days.

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Students Reading on Grade Level by Third Grade

Action Details

Early Literacy

Goal: By June 2027 Del Mar Elementary the percentage of 1st graders who are proficient in literacy based on iReady results will increase from 61% in June of 2025 to 69% in June of 2027.

At Del Mar Elementary, we are committed to strengthening early literacy by ensuring all students receive high-quality, research-based instruction every day. Our teachers deliver strong Tier 1 instruction using Wonders, Heggerty and differentiated small-group lessons during our Daily Dive. Students who need additional support receive targeted Tier 2 and Tier 3 interventions using tools like UFLI, Corrective Reading, and iReady. To keep instruction aligned and effective, teachers participate in quarterly 6–8 week POP cycles, data chats, PLC collaboration, and ongoing professional learning with TNTP and our site coaches. Families are engaged through literacy nights, and expanded learning opportunities. With consistent progress monitoring, an uninterrupted master schedule, and a shared focus on foundational skills, we are building a strong literacy foundation so every student becomes a confident, successful reader.

Direct Instructional Services

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 "Daily Dive" 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, and IMSE.
- 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.
- Implement a focused 6–8 week Problem of Practice (POP) cycle each quarter, anchored by clear SMART goals and culminating in collaborative data chats to monitor progress and drive instructional adjustments.
- Tier 3 support will be provided by a RSP Teacher and teachers/paras in mild/mod special education classrooms.

- Admin and PLC Teams will participate in site Benchmarks assessment reviews. Focus groups, surveys, site walks, data analysis. Purpose is to understand current literacy teaching and learning practices and set goals and establish measurable outcomes.
- PLCs will align and implement research-based, highly effective instructional practices and strategies to ensure every student receives the highest-quality instruction.
- 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, IMSE, Ufli, Scholastic Word and First, and Wonderworks, etc.
- Unit backwards planning utilizing GVC, Common Core Companions, Coherence Maps, and "Year at a Glance" (YAAG) to create "Weeks at a Glance" (WAAG).
- After school tutoring and parent involvement nights with a focus on our African American intervention students.
- Sub release time for data chats, 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 3-6 will participate in a "Block D" challenge
- Students in Grades K-3rd will participate in a "Super Reader" Challenge utilizing benchmark assessments.
- Teacher supplemental contracts for tutoring.
- Family Literacy Nights quarterly.
- 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 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 and communications with teachers aligned to learning and pacing.
- 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.
- District Universal screener will be utilized to assess fluency/dyslexia annually.

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 in their progress towards proficiency from 5 students making progress last year to 17 students 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, 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
- 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 our Students with Disabilites by purchasing materials and supplies including technology to RTI, Teaching Fellows to support RTI, subs to hold SST meetings, babysitting & translating for parent meetings, materials and supplies for parent participation, counseling.

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

- Materials and supplies needed for celebrations, engagements, and team building.
- Materials, supplies for parent participation.
- Materials and supplies to support classroom instruction and school safety.
- Materials and supplies to support student SEL and character counts.
- Supplemental materials 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?

Students with Disabilities (SWD):

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

- 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?

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
- Technology/subscriptions to support designation/integrated instruction
- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Quarterly Family Literacy Nights will be hosted to engage families in supporting their children's reading development and to strengthen home–school partnerships around literacy.

Professional Learning

Describe Professional Learning related to this action.

- Deepening knowledge of the Wonders curriculum to ensure strong Tier 1 instruction and effective use of all components (whole group, small group, and differentiation tools).
- Data analysis and data–driven instruction, including how to interpret CFA/CSA results, iReady diagnostics, usage reports, and site-based assessments to adjust instruction.
- Teacher Clarity Training.
- Structured Literacy practices, including systematic instruction in decoding, encoding, fluency, vocabulary, and comprehension.
- Small-group instruction and intervention strategies aligned to Tier 2 and Tier 3 supports, including Corrective Reading, Reading Mastery, WonderWorks, and iReady Teacher Toolbox.
- Collaborative PLC practices, including goal-setting, POP cycle planning, progress monitoring, and aligning instruction across classrooms.
- ELD instructional practices, including integrated and designated ELD strategies supported by the Reading Literacy Coach.
- Lesson design and backward planning, using the GVC, Common Core Companion, coherence maps, and unit planning tools.
- Progress monitoring for significant student groups, including AA, SPED, EL, foster youth, and others, with strategies to close achievement gaps.
- Family engagement strategies to help teachers partner with families around literacy at home.
- High-impact instructional coaching cycles, classroom demonstration lessons, and feedback cycles.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- 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.
- Focused 6–8 week Problem of Practice (POP) cycle each quarter, anchored by clear SMART goals and culminating in collaborative data chats to monitor progress and drive instructional adjustments.
- Growth in student outcomes on CFAs, CSAs.

Shape these behaviors...

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 site benchmarks, IAB, and FIABs and iReady D2 assessments.
- Effective collaboration within PLCs leading to refined instructional practices.
- Strengthened intervention structures resulting in accelerated progress for struggling readers.

And ultimately achieve these impacts.

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.
- Improved student outcomes as evidenced by iReady D3 and SBAC.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

ELA 4th-6th grade

Action Details

Literacy Intervention

Goal: By June 2027 Del Mar Elementary will decrease the distance from meeting standards in ELA from -54 to -35 as measured by the Smarter Balanced Summative Assessment.

At Del Mar Elementary, our goal is to significantly close the ELA achievement gap by June 2027, moving our students from a -54 to a -35 distance from meeting standards. We're doing this through a strong, aligned system of tiered supports—high-quality Tier 1 instruction using Wonders, targeted Tier 2 intervention blocks, and intensive Tier 3 services. Our teachers and support staff collaborate through PLCs, use data weekly to drive instruction, and engage in ongoing professional learning to strengthen literacy practices. We monitor progress through site-based assessments, iReady data, and common formative assessments, while also partnering with families through tutoring, literacy nights, and schoolwide reading challenges. With structured time, coaching, purposeful materials, and a culture that celebrates student success, we're ensuring every child receives the literacy support they need to grow.

Direct Instructional Services

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 receive excellent, standards based first instruction through the use of Wonders curriculum and will provide differentiated Tier 1 instruction based on formative data during "Daily Dive" with the support of Teaching Fellows.
- 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, IMSE.
- 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 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. decodables), iReady Teaching Tools & Standards Mastery, Corrective Reading/Reading Mastery, IMSE, Ufli, Scholastic Word and First, and Wonderworks, etc.
- Unit backwards planning utilizing GVC, Common Core Companions, Coherence Maps, and "Year at a Glance" (YAAG) to create "Weeks at a Glance" (WAAG).
- 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.

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 increased in their progress towards proficiency from 5 students making progress last year to 17 students 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, 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
- 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 our SWD by purchasing materials and supplies including technology to RTI, Teaching Fellows to support RTI, subs to hold SST meetings, babysitting & translating for parent meetings, materials and supplies for parent participation, counseling.

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

- Materials and supplies needed for celebrations, engagements, and team building.
- Materials & supplies for parent participation.
- Materials and supplies to support classroom instruction and school safety.
- Materials and supplies to support student SEL and character counts.
- Supplemental materials 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?

Students with Disabilities (SWD):

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

- 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?

Students with Disabilities:

- 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
- Technology/subscriptions to support designation/integrated instruction
- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Quarterly Family Literacy Nights will be hosted to engage families in supporting their children’s reading development and to strengthen home–school partnerships around literacy.

Professional Learning

Describe Professional Learning related to this action.

- Deepening knowledge of the Wonders curriculum to ensure strong Tier 1 instruction and effective use of all components (whole group, small group, and differentiation tools).
- Teacher Clarity training.
- Data analysis and data–driven instruction, including how to interpret CFA/CSA results, iReady diagnostics, usage reports, and site-based assessments to adjust instruction.
- Structured Literacy practices, including systematic instruction in decoding, encoding, fluency, vocabulary, and comprehension.
- Small-group instruction and intervention strategies aligned to Tier 2 and Tier 3 supports, including Corrective Reading, Reading Mastery, WonderWorks, and iReady Teacher Toolbox.
- Collaborative PLC practices, including goal-setting, POP cycle planning, progress monitoring, and aligning instruction across classrooms.
- ELD instructional practices, including integrated and designated ELD strategies supported by the Reading Literacy Coach.
- Lesson design and backward planning, using the GVC, Common Core Companion, coherence maps, and unit planning tools.
- Progress monitoring for significant student groups, including AA, SPED, EL, foster youth, and others, with strategies to close achievement gaps.
- Family engagement strategies to help teachers partner with families around literacy at home.
- High-impact instructional coaching cycles, classroom demonstration lessons, and feedback cycles.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate 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.

- 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.
- Focused 6–8 week Problem of Practice (POP) cycle each quarter, anchored by clear SMART goals and culminating in collaborative data chats to monitor progress and drive instructional adjustments.
- Growth in student outcomes on CFAs, CSAs.

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.

- Increased student engagement and literacy proficiency in all grade levels.
- Growth in student performance on site benchmarks, IAB, and FIABs and iReady D2 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

And ultimately achieve these impacts.

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.
- Improved student outcomes as evidenced by iReady D3 and SBAC.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Math K-6th Grade

Action Details

Effective Staff

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

Direct Instructional Services

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 & FIABs), and "Year at a Glance" (YAAG) to create "Weeks at a Glance" (WAAG).
- Professional learning will be provided to support Math instruction including fluency. (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/Frax 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 site coach and District coaches, 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 our SWD by purchasing materials and supplies including technology to RTI, Teaching Fellows to support RTI, subs to hold SST meetings, babysitting & translating for parent meetings, materials and supplies for parent participation, counseling.

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

- Materials and supplies needed for celebrations, engagements, and team building.
- Materials, supplies for parent participation.
- Materials and supplies to support classroom instruction and school safety.
- Materials and supplies to support student SEL and character counts.
- Supplemental materials, 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?

Students with Disabilities (SWD):

With Title I funds we plan to support our Students with disabilities by purchasing materials and supplies including technology to RTI, Teaching Fellows to support RTI, subs to hold SST meetings, babysitting & translating for parent meetings, materials and supplies for parent participation, counseling.

- 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?

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
- Technology/subscriptions to support designation/integrated instruction

- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Teachers will support families through communication of student progress and resources to use at home.

Professional Learning

Describe Professional Learning related to this action.

- Deepening knowledge of the curriculum to ensure strong Tier 1 instruction and effective use of all components (whole group, small group, and differentiation tools).
- Teacher Clarity training.
- Data analysis and data–driven instruction, including how to interpret CFA/CSA results, iReady diagnostics, usage reports, and site-based assessments to adjust instruction.
- Small-group instruction and intervention strategies aligned to Tier 2 and Tier 3 supports.
- Collaborative PLC practices, including goal setting, POP cycle planning, progress monitoring, and aligning instruction across classrooms.
- Lesson design and backward planning, using the GVC, Common Core Companion, coherence maps, and "Year at a Glance" (YAAG) to create "Weeks at a Glance" (WAAG).
- Progress monitoring for significant student groups, including AA, SPED, EL, foster youth, and others, with strategies to close achievement gaps.
- Family engagement strategies to help teachers partner with families around math at home.
- High-impact instructional coaching cycles, classroom demonstration lessons, and feedback cycles.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- 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.

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.

- Increased student engagement and 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

And ultimately achieve these impacts.

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

- A significant increase in students performing 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 math instruction aligned with student needs.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST, academic chats, and lesson studies to support site goals. Additional Goals: G1A2-A3, G2A1-A4, G3A1-A2. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	39,034.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Texts and online subscriptions to support student achievement. Additional Goals: G1A2-A3, G2A1-A5, and G3A1-A2	10,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies for classroom instruction in support of academic achievement. Additional Goals:G1A2-A3 and G2A1-A5 **No Food or Incentives**	5,012.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP/SST, academic chats and lesson studies. Additional Goals: G1A2-A3, G2A1-A5, G3A1-A2 **Budget lines for personnel include salaries and related benefits	25,069.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for certificated staff in special projects that support site goals. Additional Goals: G1A2-A3, G2A1-A5, G3A1-A2 **Budget lines for personnel include salaries and related benefits	1,228.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		29,289.00
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, parent engagement and staff professional learning. Additional Goals: G1A2-A3, G2A1-A5, and G3A1-A2	19,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Furniture and technology purchases to support literacy and math instruction in support of site goals and student achievement. Additional Goals: G1A2-A3, G2A1-A5, and G3A1-A2	2,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Lease for RICOH office copy machine. Additional Goals: G1A2-A3, G2A1-A5, G3A1-A2	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and Tech Repairs Additional Goals: G1A2-A3, G2A1-A5, and G3A1-A2	1,062.00
G1A1	Sup & Conc	Instruction	Direct-Food			Snacks for SBAC assessments and food for parent engagement and staff professional learning meetings.	3,000.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Direct-Food			Additional Goals: G1A2-A3, G2A1-A5, and G3A1-A2	3,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Professional learning for teachers in support of literacy, math, and social emotional learning in support of site goals and student achievement. Additional Goals: G1A2-A3, G2A1-A5, G3A1-A2	250.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Instructional materials and resources from graphics in support of site goals and office materials. Additional Goals: G1A2-A3, G2A1-A5, and G3A1-A2. Graphics Dept closing, moved from object 5725 to 5899.	500.00
G1A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Supplemental contracts for classified staff, for tutoring and special projects to support site goals. Additional Goals: G1A2-A3, G2A1-A5, G3A1-A2 **Budget lines for personnel include salaries and related benefits	13,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for ELRT data chats and goal setting. Additional Goals: G1A2-A3, G2A1-A5, G3A1-A2 **Budget lines for personnel include salaries and related benefits	1,195.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors and tutoring in support of site goals. Additional Goals: G1A2-A3, G2A1-A5, G3A1-A2 **Budget lines for personnel include salaries and related benefits	4,908.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		29,290.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Books and subscriptions for bilingual library for all EL grade levels. Additional Goals: G1A2-A3, G2A1-A5, G3A1-A2	4,237.00
G1A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Sup			Translators for parent meetings and special school projects. Additional Goals: G1A2-A3, G2A1-A5, G3A1-A2 **Budget lines for personnel include salaries and related benefits	390.00

$203,464.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Real-World Learning Experiences and Meaningful Work

Action Details

Life Skills

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.

Direct Instructional Services

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?

African American (AA):

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

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

- Materials and supplies needed for celebrations, engagements, and team building.
- Materials, food, supplies for parent participation.
- 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?

African American (AA):

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

- 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):

- 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
- Technology/subscriptions to support designation/integrated instruction
- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Parents will be contacted to participate in "Career Day".

Professional Learning

Describe Professional Learning related to this action.

Staff will receive training regarding how to support a student in "Meaningful Work".

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

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.
- Decrease in suspensions.

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.

- Positive outcomes on the student survey related to "connectedness" will be monitored by Admin and the CCT.
- Decrease in susupensions.
- Increase in attendance.

- 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.

- Improved attendance.
- 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Students engaged in a our school and community.

Action Details

College & Career Readiness

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

Direct Instructional Services

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.
- Students will participate in the arts through dance and music.
- Prop 28- Instruction will be provided to support the arts through direct and integrated art instruction to support student engagement, creativity and critical thinking.
- Prop 28- will support the integration of arts-based learning strategies that reinforce grade level literacy skills, communication, sequencing and comprehension aligned to grade level standards.
- Prop 28- Instructional materials and supplies such as music, curriculum resources, costumes, movement equipment, performance materials, and stage supports/props will support instruction and performances.
- 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
- 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):

African American (AA):

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

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

- Materials and supplies needed for celebrations, engagements, and team building.
- Materials, supplies for parent participation.
- Materials and supplies to support classroom instruction and school safety.
- Materials and supplies to support student SEL and character counts.
- Supplemental materials 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?

Students with Disabilities (SWD):

African American (AA):

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

- 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?

Students with Disabilities (SWD):

African American (AA):

- 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
- Technology/subscriptions to support designation/integrated instruction
- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will be invited to our performances with the Arts.

Professional Learning

Describe Professional Learning related to this action.

See Goal 1

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- 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.

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.

- 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

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.

- 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

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Positive Behavior Support

Action Details

College & Career Readiness

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.

Direct Instructional Services

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)
- Kindness Campaign- will be celebrated every Wednesday with "Kindness Tickets" given out by staff members when they catch students doing something nice.
- Supplemental Contracts.
- MTSS
- REACH tickets and raffle will be utilized to support character building.
- Behavior assemblies twice per year.
- Character Counts weekly lessons in Monday Morning messages with monthly recognition.
- Quarterly recognition ceremony
- Morning Meetings
- 2nd Step
- Staff training for SEL skill building

Tier 2 Supports:

- Mentors will provide support along with RCA support to identified students.

- All For Youth counseling/mentoring
- Behavior Support Plan Level 1
- Care Solace
- 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) & Hispanic:

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

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

- Materials and supplies needed for celebrations, engagements, and team building.
- Materials, supplies for parent participation.
- Materials and supplies to support classroom instruction and school safety.
- Materials and supplies to support student SEL and character counts.
- Supplemental materials 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?

African American (AA) & Hispanic:

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

- 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) and Hispanic:

- 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
- Technology/subscriptions to support designation/integrated instruction
- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will take part in SST and IEP meetings.

Professional Learning

Describe Professional Learning related to this action.

Staff will be trained in our schoolwide intervention system and positive behavior supports.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- 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.

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.

- 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 African American and Hispanic students.
- Decrease Chronic Absenteeism for all students by 10%

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.

- Decrease Chronic Absenteeism to 8% or less
- Sustain ADA rates to above 90%
- Decrease Suspension Rates by 5% for African American and Hispanic students.
- Decrease Chronic Absenteeism for AA students by 10%
- Continued implementation of TST and Attendance Committee tracking data, progress monitoring, and actionable steps to improve attendance

- 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.

- Continued implementation of TST and Attendance Committee tracking data, progress monitoring, and actionable steps to improve attendance

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Attendance

Action Details

Health & Wellness

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

Direct Instructional Services

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 monitor student attendance and 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?

African American (AA) and Asian:

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

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

- Materials and supplies needed for celebrations, engagements, and team building.
- Materials, supplies for parent participation.
- Materials and supplies to support classroom instruction and school safety.
- Materials and supplies to support student SEL and character counts.
- Supplemental materials 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?

African American (AA) and Asian:

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

- 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) and Asian:

- 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
- Technology/subscriptions to support designation/integrated instruction
- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Parents will take part in Attendance meetings.

Professional Learning

Describe Professional Learning related to this action.

Members of the attendance team will attend district sponsored professional learning to build capacity around the MTSS progress monitoring tools.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- 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.

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.

- Increase number of students attending and receiving school-wide attendance incentives (increase by 5% each quarter)
- Sustain ADA rates to above 90%
- 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

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.

- Decrease Chronic Absenteeism to 8% or less
- Sustain ADA rates to above 90%
- Decrease Chronic Absenteeism for AA and Asian students by 10%
- Continued implementation of TST and Attendance Committee tracking data, progress monitoring, and actionable steps to improve attendance

- 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

College & Career Readiness

Del Mar Elementary will continue to enhance and expand high-quality music and arts education through the use of Proposition 28 funds. These funds will support inclusive access to choir, dance, band, and string instruction, ensuring that all students engage in consistent, standards-aligned arts learning experiences. Through these programs, students will strengthen academic achievement by reinforcing core content through creativity, movement, collaboration, and critical thinking, while also developing social-emotional skills and student engagement.

Direct Instructional Services

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

- Direct Music and Arts Instruction
    - Provide weekly, standards-aligned instruction in choir, dance, band, and string programs for all grade levels
    - Deliver instruction by credentialed or specialized arts educators during the instructional day
    - Integrate arts instruction with core academic content to reinforce literacy, math, and critical thinking skills
    - Guest presenters
- Student Engagement Through Creative Learning
    - Use music, movement, and performance to support student engagement, collaboration, and self-expression
    - Incorporate opportunities for practice, performance, and reflection to build confidence and discipline
    - Support social-emotional learning through teamwork, creativity, and problem-solving

- Materials and Supplies
    - Purchase and maintain musical instruments (e.g., band and string instruments)
    - Provide sheet music, instructional materials, and curriculum resources
    - Supply dance and movement equipment (e.g., mats, props, sound equipment)
    - Purchase performance-related materials and stage supplies, including props, costumes, backdrops, risers, microphones, lighting supports, and set pieces, to support student showcases and concerts.
    - Provide classroom supplies to support arts instruction (e.g., music stands, folders, rhythm tools)
- Equitable Access
    - Ensure all students have access to materials and instruments regardless of financial need
    - Support participation for students across all grade levels and learning needs

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.

Del Mar Elementary provides enhanced, targeted instructional services to support the academic achievement, language development, and social-emotional needs of all English Learner students, including newcomers, Long-Term English Learners (LTELs), and students who have been reclassified (RFEP). These services are aligned to site data, ELPAC results, reclassification rates, and classroom performance metrics.

- Provide daily, designated English Language Development (ELD) instruction aligned to the California ELD Standards
- Implement integrated ELD strategies across all content areas to support academic language development
- Utilize data from ELPAC, classroom assessments, and progress monitoring to inform instruction and targeted interventions
- Ensure access to visual supports, sentence frames, structured academic talk, and scaffolds across classrooms

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased at various family events such as:

- Concerts
- Winter Program
- Grade level performances

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.		*And ultimately achieve these impacts.* Include how these outcomes will be measured and who will monitor them.

- Increased student enthusiasm and engagement during arts instruction, as measured by teacher observations
- Increased number of students volunteering and participating in music, movement, and arts activities
- Positive student responses to arts-integrated lessons, as observed by arts and classroom teachers

Shape these behaviors...

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

- Improved student focus, on-task behavior, and self-regulation during instructional time
- Increased student collaboration and perseverance during academic and arts-integrated activities
- Progress monitored through ongoing teacher observations, classroom data, and feedback collected by arts teachers and classroom teachers

- Enhanced overall school culture and climate, including student sense of belonging and engagement
- Increased student confidence and positive attitudes toward learning
- Progress measured by school climate surveys, student engagement data, and attendance trends
- Monitoring and review conducted by site administration in collaboration with instructional staff

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A4	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6875		56,874.00

$56,874.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Staff Engagement

Action Details

Effective Staff

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

Direct Instructional Services

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.
- Incentives including t-shirts, sweatshirts, and materials/supplies.
- "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 site coach 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.
- 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 (AA):

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

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

- Materials and supplies needed for celebrations, engagements, and team building.
- Materials, supplies for parent participation.
- Materials and supplies to support classroom instruction and school safety.

- Materials and supplies to support student SEL and character counts.
- Supplemental materials 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?

African American (AA):

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

- 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):

- 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
- Technology/subscriptions to support designation/integrated instruction
- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will engage with staff during family events such as parent teacher conferences, school carnival and family dances.

Professional Learning

Describe Professional Learning related to this action.

- Training on shared decision-making structures (e.g., how ILT and CCT gather, analyze, and act on staff input) to ensure all staff understand how their voice contributes to site decisions.
- Ongoing Cultural Proficiency professional development to strengthen staff capacity in building inclusive, respectful, and equity-centered schoolwide practices.
- Second Step SEL training for new teachers to ensure consistent classroom implementation of social-emotional learning across the campus.
- Professional learning in team-building, collaboration, and workplace wellness, supporting staff committees, the Sunshine Club, and activities aimed at strengthening climate and culture.
- Training on communication, feedback, and wellness check-in protocols so leaders and committee members can conduct meaningful staff check-ins that build trust and identify needs early.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate 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.

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.

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.

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

- SPSA (School Plan for Student Achievement) monitored by admin
- Site surveys monitored by admin and the CCT.

Shape these behaviors...

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

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

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

- Panorama Fall and Spring Surveys (students, parents, and staff) will be monitored by site admin and the CCT.

And ultimately achieve these impacts.

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

- Panorama Fall and Spring Surveys (students, parents, and staff) will be monitored by site admin and the CCT.

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Parent Involvement

Action Details

Community Engagement

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.

Direct Instructional Services

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

- Learning opportunities for parents will be developed to familiarize parents with standards based instructional strategies. These strategies may then be utilized to support learning in the home.
- The HSL will work to support parents with volunteer opportunities at school.
- Families will engage in family dances, carnival, and other fun nights.
- School Site Council and ELAC meetings will be held regularly.
- Weekly digital messages and monthly paper messages will be sent home with upcoming activities, reminders to check grades, and notices of progress reports and report cards going home.
- For student presentations, special efforts will be made to invite parents and members of the Del Mar community to present to the students.
- SST meetings will be held, as needed, to ensure that parents are involved in developing plans to address academic and social emotional concerns.
- To facilitate multiple meetings, subs will be provided, as available.
- 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.
- 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.
- Site based and district surveys will be utilized to solicit parent input and voice.
- Recruitment and retention of parent volunteers: With parents becoming more actively involved in their students' education, they will be able to give input during shared decision making that will reflect the diverse needs of our student population. They will also be able to better understand how they can support their student as they gain clarity in the meetings.
- Student Engagement: As parents are more engaged, they will be more likely to ensure that their child is also more engaged with the school communication.
- Resources needed: Supplies for communication/advertising, incentives such as food, clothing, and other materials and supplies.
- Supplemental contracts for staff will also be necessary for translating, babysitting, and preparation/follow up to meetings.
- Technology and software licensing will also be needed to ensure parents are able to participate.
- Materials and supplies for ELAC/SSC recruitment booths at family engagement nights, back-to-school night, open house night.

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.

- Opportunities for parent engagement through ELAC.
- Parent Engagement hour and other learning opportunities for parents of EL students, will be provided.
- POs, and Direct Food Services contracts maybe used to provide food and refreshments, for those meetings.
- Interpreters and babysitting will also be provided for those events.
- Using their home language, the district funded Home School Liaison (Spanish), and IS will communicate with parents of EL students, to promote parent participation.
- Direct input from parents during SSC and ELAC meetings,
- Parent voice will be important when making decisions for school actions and will provide input into how to best support our EL students.
- Promote as many parents as possible to attend the ELAC meetings throughout the school year.
- 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 Disabilities (SWD):

African American (AA):

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

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

- Materials and supplies needed for celebrations, engagements, and team building.
- Materials, supplies for parent participation.
- Materials and supplies to support classroom instruction and school safety.
- Materials and supplies to support student SEL and character counts.
- Supplemental materials 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?

Students with Disabilities (SWD):

African American (AA):

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

- 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?

Students with Disabilities (SWD):

African American (AA):

- 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
- Technology/subscriptions to support designation/integrated instruction
- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Participation in School Site Council and ELAC will be encouraged.
- Volunteer opportunities for events such as school dances and carnival will be available.
- Parent/Teacher conferences will be held with all families.
- Family Fun nights and literacy nights will also take place.

Professional Learning

Describe Professional Learning related to this action.

- Strategies for communicating academic progress clearly to families, including standards-based grading explanations, digital gradebook guidance, and how to translate instructional language into family-friendly terms.
- Culturally responsive parent engagement practices, ensuring teachers can communicate effectively with families from diverse linguistic and cultural backgrounds.
- Tools for two-way communication (messaging apps, phone call structures, progress-report conversations, SST/IEP communication strategies) so they can work closely with the Home School Liaison to keep families informed.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence ☑ Moderate 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.

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.

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.

- Collaborate with Culture and Climate Team to develop and implement a Multiple Tier Support System (MTSS).

- 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

- 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

- 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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent participation, babysitting, HSL mileage for home visits. G1A1-A3, G2A1-A4, G3A1 **Budget lines for personnel include salaries and related benefits	3,901.00
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement. Additional Goals: G1A1-A3 and G2A1-A5. ***No food of incentives. ***	1,531.00

$5,432.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0120 Del Mar Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0120	1110	1000	1120	Teacher-Subs					G1A1	Subs for SST, academic chats, and lesson studies to support site goals. Additional Goals: G1A2-A3, G2A1-A4, G3A1-A2. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	39,034.00
060	3010	0120	1110	1000	4200	Bks & Ref					G1A1	Texts and online subscriptions to support student achievement. Additional Goals: G1A2-A3, G2A1-A5, and G3A1-A2	10,000.00
060	3010	0120	1110	1000	4300	Mat & Supp					G1A1	: Materials and supplies for classroom instruction in support of academic achievement. Additional Goals:G1A2-A3 and G2A1-A5 **No Food or Incentives**	5,012.00
060	3010	0120	1110	2495	2260	Cls Sup-Sup					G3A2	Parent participation, babysitting, HSL mileage for home visits. G1A1-A3, G2A1-A4, G3A1 **Budget lines for personnel include salaries and related benefits	3,901.00
060	3010	0120	1110	2495	4300	Mat & Supp					G3A2	Materials and supplies for parent involvement. Additional Goals: G1A1-A3 and G2A1-A5. ***No food of incentives. ***	1,531.00
030	7090	0120	1110	1000	1120	Teacher-Subs					G1A1	Subs for IEP/SST, academic chats and lesson studies. Additional Goals: G1A2-A3, G2A1-A5, G3A1-A2 **Budget lines for personnel include salaries and related benefits	25,069.00
030	7090	0120	1110	1000	1160	Teacher-Supp					G1A1	Supplemental contracts for certificated staff in special projects that support site goals. Additional Goals: G1A2-A3, G2A1-A5, G3A1-A2 **Budget lines for personnel include salaries and related benefits	1,228.00
030	7090	0120	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Peltola, Kimberly	0.3750	G1A1		29,289.00
030	7090	0120	1110	1000	4300	Mat & Supp					G1A1	Materials and supplies, assemblies, and enrichment programs for academic achievement, student engagement, building community-career connections, SEL and cultural proficiency, parent engagement and staff professional learning. Additional Goals: G1A2-A3, G2A1-A5, and G3A1-A2	19,000.00
030	7090	0120	1110	1000	4400	Nc-Equipment					G1A1	Furniture and technology purchases to support literacy and math instruction in support of site goals and student achievement. Additional Goals: G1A2-A3, G2A1-A5, and G3A1-A2	2,000.00
030	7090	0120	1110	1000	5631	Off Eq Lease					G1A1	Lease for RICOH office copy machine. Additional Goals: G1A2-A3, G2A1-A5, G3A1-A2	15,000.00
030	7090	0120	1110	1000	5723	Direct-Maint					G1A1	Maintenance and Tech Repairs Additional Goals: G1A2-A3, G2A1-A5, and G3A1-A2	1,062.00
030	7090	0120	1110	1000	5767	Direct-Food					G1A1	Snacks for SBAC assessments and food for parent engagement and staff professional learning meetings. Additional Goals: G1A2-A3, G2A1-A5, and G3A1-A2	3,000.00
030	7090	0120	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Professional learning for teachers in support of literacy, math, and social emotional learning in support of site goals and student achievement. Additional Goals: G1A2-A3, G2A1-A5, G3A1-A2	250.00
030	7090	0120	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Instructional materials and resources from graphics in support of site goals and office materials. Additional Goals: G1A2-A3, G2A1-A5, and G3A1-A2. Graphics Dept closing, moved from object 5725 to 5899.	500.00
030	7090	0120	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Cervantez, Jillian	0.6875	G2A4		56,874.00
030	7090	0120	1110	3900	2960	Oth Cls-Supp					G1A1	Supplemental contracts for classified staff, for tutoring and special	13,000.00

030	7090	0120	1110	3900	2960	Oth Cls-Supp						G1A1	projects to support site goals. Additional Goals: G1A2-A3, G2A1-A5, G3A1-A2 **Budget lines for personnel include salaries and related benefits	13,000.00
030	7091	0120	4760	1000	1120	Teacher-Subs						G1A1	Subs for ELRT data chats and goal setting. Additional Goals: G1A2-A3, G2A1-A5, G3A1-A2 **Budget lines for personnel include salaries and related benefits	1,195.00
030	7091	0120	4760	1000	1160	Teacher-Supp						G1A1	ELPAC assessors and tutoring in support of site goals. Additional Goals: G1A2-A3, G2A1-A5, G3A1-A2 **Budget lines for personnel include salaries and related benefits	4,908.00
030	7091	0120	4760	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Peltola, Kimberly	0.3750		G1A1		29,290.00
030	7091	0120	4760	1000	4200	Bks & Ref						G1A1	Books and subscriptions for bilingual library for all EL grade levels. Additional Goals: G1A2-A3, G2A1-A5, G3A1-A2	4,237.00
030	7091	0120	4760	3130	2260	Cls Sup-Sup						G1A1	Translators for parent meetings and special school projects. Additional Goals: G1A2-A3, G2A1-A5, G3A1-A2 **Budget lines for personnel include salaries and related benefits	390.00
														$265,770.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$59,478.00
Sup & Conc	7090	$166,272.00
LCFF: EL	7091	$40,020.00
Grand Total		**$265,770.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$203,464.00
G2 - The Whole Child (SEL and Engagement)	$56,874.00
G3 - Operational Excellence	$5,432.00
Grand Total	**$265,770.00**