

## Del Mar Elementary

10621666006183

Principal's Name: Nicole Woods

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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<b>District Goals</b>	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

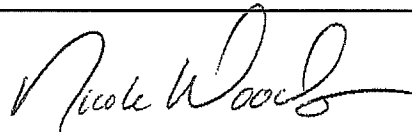
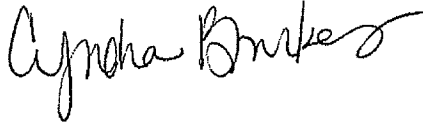
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>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.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>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 Involvement Policy and the Parent-School Compact.</p>
<p>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.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Nichole Woods</b>	X				
2. <b>Chairperson - Cynthia Burkes</b>				X	
3. <b>Steve Manfredo</b>		X			
4. <b>Barb Simms</b>		X			
5. <b>Nichole Ornelas</b>		X			
6. <b>Myra Ramirez</b>			X		
7. <b>Clara Serrato</b>				X	
8. <b>Nancy Cabrera</b>				X	
9. <b>Naomi Nagai</b>				X	
10. <b>Karla Preciado</b>				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> <b>ELAC reviewed the SPSA as a school advisory committee.</b>
<input type="checkbox"/> <b>ELAC voted to consolidate with the SSC. Date _____.</b>

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Nicole Woods		4/5/17
SSC Chairperson	Cynthia Burkes		4/5/17

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

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2017/18

Del Mar - 0120

**ON-SITE ALLOCATION**

3010	Title I	\$44,990 *
7090	LCFF Supplemental & Concentration	\$162,140
7091	LCFF for English Learners	\$52,578
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$259,708</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$845
Remaining Title I funds are at the discretion of the School Site Council	\$44,145
<b>Total Title I Allocation</b>	<b>\$44,990</b>

## 2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

### 1 - Academic Performance/Growth/Completion

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	<a href="#">3165</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (ELA)	38/68	N/A <sup>3</sup>	18.21%	23.53%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3166</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (Math)	44/68	N/A <sup>3</sup>	10.54%	16.12%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3169</a>	<b>District Dashboard (Goal 1):</b> Percentage of 3rd grade students reading at grade level	36/66	N/A <sup>3</sup>	22.68%	23.29%	N/A <sup>3</sup>	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3158</a>	<b>District Dashboard (Goal 4):</b> Percentage of students with a D or F on their report card	44/68	0.00% <sup>4</sup>	48.12%	55.72%	44.30%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3751</a>	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	5/63	N/A <sup>6</sup>	60.92%	57.32%	0.00%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3752</a>	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	18/63	N/A <sup>6</sup>	67.82%	63.41%	15.73%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">6256</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	43/67	N/A <sup>7</sup>	N/A <sup>7</sup>	18.49%	28.11%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	<a href="#">6258</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	41/67	N/A <sup>8</sup>	N/A <sup>8</sup>	18.36%	21.53%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

**2 - Social Emotional/Climate Culture**

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	<a href="#">917</a>	<b>District Dashboard (Goal 1):</b> Number and percentage of English Learner students redesignated (current progress).	38/68	7.81%	17.46%	15.53%	9.33%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	<a href="#">863</a>	<b>Annual Measurable Achievement Objective 2:</b> Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	10/68*	22.06%	31.72%	N/A <sup>9</sup>	N/A <sup>9</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">2358</a>	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	38/68	36.16%	34.62%	42.65%	31.62%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	48/68	94.49%	94.37%	94.49%	94.58%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	52/69	18.59%	15.43%	19.64%	18.06%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	<a href="#">4849</a>	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	52/68	N/A <sup>10</sup>	N/A <sup>10</sup>	45.32%	42.98%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	1/69	12.15%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate



<input checked="" type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	58/68	12.15%	8.66%	14.17%	9.82%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	<a href="#">528</a>	<b>District Dashboard (Goal 4):</b> Expulsions per 100	1/68	0.15%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	30/67	70.28%	48.50%	58.01%	64.90%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input checked="" type="checkbox"/>	<a href="#">7132</a>	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	37/68	N/A <sup>13</sup>	N/A <sup>13</sup>	70.91%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7133</a>	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	59/69	N/A <sup>13</sup>	N/A <sup>13</sup>	58.77%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7134</a>	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	23/68	N/A <sup>13</sup>	N/A <sup>13</sup>	60.80%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7135</a>	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	30/68	N/A <sup>13</sup>	N/A <sup>13</sup>	71.62%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student

## Notes

\* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

**Elementary Segment Example:**

*Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.*

**High School Segment Example:**

*In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.*

Instructional supervisor name will appear once approved

Instructional Superintendent Approval :  No  Yes | Approval Date : 03/16/2017

Last Edit: Nicole.woods - 03/14/2017

Save

## Del Mar Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

### Action # 1

#### Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

#### School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	17	31	Other - Please specify within action
917 - EL's Re-designated	9.4	23	



New-Action



On-going

**Reasoning:**



Strong Evidence



Moderate Evidence



Promising Evidence

#### Detail the Action

Del Mar Elementary will implement a comprehensive literacy support and intervention program to increase reading comprehension with an emphasis on students scoring significantly below grade level on KAIG, BAS, and DRP. Research based programs such as Corrective Reading and Learning A-Z will be utilized along with the Wonders leveled support to target students based on need. The school will use the additional 30 minutes of instructional time to implement school-wide reading comprehension strategies through blended learning/differentiated instruction, strategic class size reduction, flexible group reading intervention, technology resources, foundation skills, phonemic awareness, close reading, vocabulary development, and other reading strategies to support struggling readers.

#### SMART Goals

By June 2018, the spring administration of the DRP will show at least an 8% increase in students reading on grade level as measured by SQII indicator 3169.

By June 2018, the percentage of English Learners who meet redesignation criteria will increase to 23% as evidenced by SQII indicator 917.

#### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. DRP
2. Grade level common formative assessments
3. Interim Assessments
4. ELPAC

##### Owner(s):

1. Teachers/TSA
2. AC Teams
3. Teachers/Admin
4. Teachers/TSA

##### Timeline:

1. September 2017 & June 2018
2. Quarterly
3. October 2017 & Feb. 2018
4. Spring 2018

#### Explain the Targeted Actions for Parent Involvement (required by Title I):

- *A Home/School Liaison will help with communication/translation*
- *Information given at Back to School*
- *Parent/Teacher conferences will include strategies for parents to use at home*
- *Parent Coffee*
- *Parent Education Nights*
- *Updates of progress monitoring at School Site Council Meetings*
- *Parent University*
- *Babysitting/Translation for parent events*
- *EduText, School Messenger, and ATLAS Parent Portal*
- *ELAC & SSC meetings*
- *Parent Handbook*
- *Parent Newsletters & School Messenger*

#### Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- *Students will receive a minimum of four 30 minute sessions of focused instruction at their reading level in smaller classes through a blended learning setting. While with the teacher, they will receive instruction utilizing scientifically proven programs such as Wonders leveled support, Corrective Reading/Reading Mastery. When they are working independently, they will utilize Wonders leveled support or Learning A-Z. They will remain in flexible groupings until assessment scores show they no longer qualify for that level of intervention services. SPED students and students scoring significantly below grade level will be placed in smaller groupings and work with the RSP team. The Del Mar TSA will provide this support along with classroom teachers and one 6 hour instructional aid.*
- *Kindergarten teachers will differentiate through small group instruction and intentionally planned, engaging centers.*
- *All students in grades TK-2<sup>nd</sup> will receive instruction in foundational skills.*
- *Teachers will have goal setting conversations with students in grades 2<sup>nd</sup> – 6<sup>th</sup> regarding DRP scores during the first quarter.*
- *Students in grade K-2<sup>nd</sup> will participate in a high frequency "Word Wiz" challenge.*
- *Students in grade 3<sup>rd</sup>-6<sup>th</sup> will participate in a "Block D" challenge.*
- *Release time for teachers to plan, observe other classrooms, attend SST meetings*
- *Subs to cover teachers who are giving the ELPAC assessment.*
- *Teacher and student technology (Hardware and programs)*
- *Materials and supplies for small group instruction including Corrective Reading, Learning A-Z, Reading Mastery, paper, chart paper, folders, whiteboards, markers, pencils, etc.*
- *Technology to support blended learning*

#### Describe Related Professional Learning:

- *Differentiating in the classroom*
- *Blended Learning*
- *Reading Strategies/Reading Comprehension skills (Making Thinking Visible)*
- *Supporting EL students through Integrated & Designated ELD*
- *PL on Progress monitoring*
- *Learning by Doing*
- *Professional Learning Conference*

#### Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- *During the 30 minute block, EL students will receive focused instruction in Tier 2 vocabulary building and writing with the teacher. When working independently, EL students will utilize the online Wonders program.*
- *EL students who are struggling readers will receive an additional 30 minute intervention focused on reading skills at the end of the day focusing first on grades 1<sup>st</sup>-3<sup>rd</sup>.*
- *EL Boot camp*
- *Foster students will receive targeted instruction based on need as evidenced by DRP and classroom data.*

**Del Mar Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.7500			\$ 36,576.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				SST Substitutes	\$ 2,325.00
1	1	LCCF: EL	Instruction	Teacher-Substitute Salaries				CELDT Subs to cover teacher testing.	\$ 2,209.00
1	1	LCCF: EL	Parent Participation	Other Classified-Supplemental				Babysitter/Translator	\$ 1,566.00
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Contracts for Tutoring	\$ 2,013.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Learning A-Z	\$ 5,000.00
1	1	Title 1 Basic	Instruction	Direct-Maintenance (Dr)				FUSD Maintenance/Technology Repair	\$ 4,000.00
1	1	Sup & Conc	In-House Instructional Staff Development	Travel				Professional Learning Conference	\$ 16,000.00
								<b>Total</b>	<b>\$ 69,689.00</b>

**Action # 2**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	16	30	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	24	34	

New-Action   
  On-going   
 Reasoning:   
 Strong Evidence   
 Moderate Evidence   
 Promising Evidence

Detail the Action

Teachers will create lessons from resources such as Go Math, Common Core Companion and the Math quarterly planners. . The content of all math lessons will reflect the shifts required by the CCSS for Mathematics. AC teams will collaborate weekly using the Cycle of Continuous Improvement to identify standards/skills for reteaching during the RTI block of time.

SMART Goals

By June 2018, the spring administration of CAASPP will show at least an 8% increase in percentage of students scoring Standard Met or Standard Exceeded in Math on SQII indicator 3166.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Grade Level Common Assessments
2. Math Grades in ATLAS
3. Interim data
4. Classroom observations/Feedback aligned to the IPG
5. Admin will work with AC teams

Owner(s):

1. AC Teams
2. Teachers/Admin
3. Teachers/Admin
4. Admin
5. AC Teams/Admin

Timeline:

1. Monthly
2. Quarterly
3. Oct. 2017 & Feb. 2018
4. Weekly
5. Weekly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parent/Teacher conferences will include strategies to help at home
- Parent Education Night
- Quarterly progress reports, report cards, and ISLPs
- Quarterly updates of progress at SSC meetings
- Edu Text and ATLAS Parent Portal
- SST Meetings as necessary

Describe Related Professional Learning:

- PL on focused standard planning and concept building using the progressions, coherence map, quarterly planner and Common Core Companion
- Illuminate CFA building
- PL to support technology (Personal Math Trainer)
- Learning by Doing
- Grade level Planning days with subs

- Translators will be provided during Parent/Teacher conferences
- Parent Handbook
- Parent Newsletters & School Messenger

- Lesson Study
- Go Math Fact Fluency Workshop refresher

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

Students will receive a minimum of 90 minutes per day focused on math. Lessons will focus on use of manipulatives and concept building. Students in grades 1<sup>st</sup> through 6<sup>th</sup> will use Go Math Fact Fluency to build math fluency. Students receiving below level grades may be referred to the Student Success Team. Extra pay contracts will be offered to teachers who wish to tutor after school.

- Focus: All lessons will focus on grade level cluster(s) and/or standard(s) at the appropriate level of depth by following the Scope and Sequence and progressions 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 aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.
- Teachers will plan lessons utilizing resources such as the quarterly planners, Common Core Companion, progressions document, coherence map, and scope and sequence.
- Teachers will build foundational concepts and skill support into the instructional design through the use of manipulatives, models and writing.
- Grade levels will choose a focus standard for each quarter.
- Teachers and RSP team will support struggling students in a small group setting (SPED or others).
- Paper & supplies, Ricoh copier lease, graphics

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

Extra support with hands on/concept building and a partner will be provided as needed to English Learners.

Del Mar Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	LCFF: EL	Instruction	Materials & Supplies				Materials Supplies	\$	10,041.00
2	1	Sup & Conc	Parent Participation	Materials & Supplies				Parent Participation Materials	\$	1,000.00
2	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics/Printing	\$	50.00
<b>Total</b>									<b>\$</b>	<b>11,091.00</b>

### Action # 3

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

#### School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	23	35	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	28	36	

New-Action     
  On-going     
 Reasoning:     
  Strong Evidence     
  Moderate Evidence     
  Promising Evidence

#### Detail the Action

*Teachers will use challenging content in all ELA lessons. Lessons will be focused on high quality text. from the Wonders program Lessons will employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning. Students will be responsible for doing the thinking in their classroom. Through a CCI process, grade levels will use CFA data to identify standards/skills for reteaching during the RTI block of time.*

#### SMART Goals

By June 2018, the spring administration of CAASPP will show at least a 6% increase in percentage of students scoring Standard Met or Standard Exceeded in ELA as measured by SQII indicator  
 By February 2018, the winter administration of the Interim assessment will show an 8% increase as measured by SQII indicator 6256.

#### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Grade Level Common Assessments
2. Language Arts Grades in ATLAS
3. Interim Tests
4. Classroom observations/Feedback aligned to the IPG
5. Admin will work with AC teams

##### Owner(s):

1. AC Teams
2. Teachers
3. Teachers/Admin
4. Admin
5. AC Teams/Admin

##### Timeline:

1. Monthly
2. Quarterly
3. Oct. 2017 & Feb. 2018
4. Weekly
5. Weekly

#### Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parent/Teacher conferences will include strategies to help at home
- Parent Education Night

#### Describe Related Professional Learning:

- Making Thinking Visible PL
- Release time to observe other classrooms/Lesson study



- Quarterly progress reports and report cards
- Quarterly updates of progress at SSC meetings
- Translators for Parent/Teacher conferences
- Edu Text, School Messenger and ATLAS Parent Portal
- SST Meetings as necessary
- Parent Handbook
- Parent Newsletters
- Home/School Liaison

- Continued PI with EL coach (Targeted instruction, Tier II Vocabulary, ELD Framework)
- Questioning
- Quarterly Lead Teacher Meetings

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Students will receive 2 hours of learning in ELA daily utilizing the Wonders program. In Kindergarten and 1<sup>st</sup> grades, students will receive instruction utilizing both the Wonders program and RIRA to promote listening and speaking as well as comprehension. All grades will focus lessons on standards incorporating collaborative conversations and Making Thinking Visible strategies to keep all students engaged at high levels. Materials and supplies such as paper, professional books, etc. may be purchased.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

English Learners will get extra support through the RTI block as well as 30 minutes of designated ELD daily.

Del Mar Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for Lesson Study	\$	4,648.00
3	1	LCFF: EL	Parent Participation	Classified Support-Supplemental				Translation for Parent Conferences	\$	843.00
3	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for Planning Days	\$	10,460.00
3	1	Title 1 Basic	Instruction	Materials & Supplies				Materials/Supplies, NO FOOD, NO INCENTIVES	\$	12,567.00
3	1	Sup & Conc	Instruction	Office Equipment Lease				Copier Lease	\$	16,000.00
3	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Participation Supplies. NO FOOD, NO INCENTIVES	\$	900.00
3	1	Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies	\$	40,533.00
3	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology Hardware	\$	15,000.00
								<b>Total</b>	\$	<b>100,951.00</b>

**Action # 4**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	94.69	95	Fun Works
5942 - Chronic absenteeism rate	21	15	
843 - Out of school suspension rate	14	10	On-Site Counseling/FPU

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

**Del Mar will implement a behavior management, character building program to reduce suspension rates and enhance time on task. This program will include a positive behavior support program and incentive/recognition program to target attendance, behavior and academic success. By establishing good school habits, all students will benefit from the maximum instructional minutes resulting in academic success, connectedness to school, and improve middle school and high school readiness.**

SMART Goals

- By June 2018, the overall attendance rate will increase to 95% as measured by SQII indicator 48.
- By June 2018, the chronic absenteeism rate will decrease to 15% as measured by SQII indicator 5942.
- By June 2018, the out of school suspension rate will decrease to 10% as measured by SQII indicator 843.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe Related Professional Learning:

1. Parents will be contacted by the CWA when their child is at risk of becoming chronically absent.
2. CWA will work with identified families to trouble shoot, set goals and offer support/incentives.
3. Attendance, behavior, and grade expectations will be shared with parents at Back to School night
4. Parents will be contacted by teacher and by Admin for positive behaviors, misbehaviors, and when a suspension is necessary.
5. Teachers will input behaviors into ATLAS.
6. A1 meetings with parents
7. Parent Handbook

- Continued learning with our Safe & Civil Team (levels of behaviors, Clip Chart, Bullying, 2<sup>nd</sup> Step, classroom meetings)
- Review of school wide behavior system
- Fostering Resilient Learners
- Self Management
- Quarterly NTA meetings

8. *Parent Newsletters & School Messenger*
9. *Home/School Liaison*

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

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**Tier I Supports:**

- *Second Step*
- *Class meetings*
- *Reward Room*
- *Popcorn parties for perfect attendance*
- *Two times a year Behavior Assemblies*
- *Character Counts weekly lessons and monthly recognition*
- *Quarterly Recognition assembly*
- *Daily Use of REACH Poster and REACH tickets*
- *Daily Use of Del Mar Playground Handbook*
- *Daily use of positive behavior clip system/Levels of behavior*
- *FunWorks assemblies to reward attendance, clip ups and Block D*
- *Classroom Behavior Chart*
- *STOIC/CHAMPS/MAC/3-1 Positive to Negative Interactions*
- *Goal II Contracts: Clubs*
- *Cross-age High School students to teacher rules*

**Tier II Supports**

- *On-Site Counseling*
- *Reflection Room*
- *Behavior Support Plan Level 1*
- *Parent Communication*
- *Field Trip Opportunities*
- *Student Study Team*
- *Boys to Men & Girl Power Groups for Identified students*

**Tier III Supports**

- *Behavior Support Plan Levels 2 and 3*
- *Referral to ICET*

**Services/Materials include:**

*FunWorks, On-Site, incentives for students, field trips, paper and supplies*

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

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*CHAMPS/MAC visuals, targeted actions will be developed to support EL and foster students as needed. These actions will be developed with parents and teachers in support of improvement.*

**Del Mar Budgeted Expenditures**

Account	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation for Attendance Trip/Other Trip Incentive	\$ 1,000.00
4	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Fun Works	Incentive Assemblies	\$ 3,000.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% Fee for Counselor	\$ 341.00
4	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			On-Site Counseling/FPU	On-Site Counselor-2 days/week	\$ 17,025.00
4	2	Sup & Conc	Instruction	Materials & Supplies				Prizes for Character Building	\$ 4,000.00
4	2	Sup & Conc	Instruction	Materials & Supplies				Attendance Incentives	\$ 9,064.00
								<b>Total</b>	<b>\$ 34,430.00</b>

**Action # 5**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	65	75	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

*Del Mar will provide positive identification with school, sense of belonging, communication, and norms to develop greater participation in school life for students. Students will participate in a variety of activities to connect them with school, other students, staff, and the community.*

SMART Goals

By June 2018, the percentage of unduplicated students not engaged in any Goal 2 activities will decrease to 25% as measured by SQII indicator 2080.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Goal II indicators in SQII (5944)
2. SEL Survey results
3. Student feedback and interests
4. Suspension rate

Owner(s):

1. Admin
2. Culture & Climate Team
3. Teachers
4. Admin

Timeline:

1. Quarterly
2. September & June
3. Quarterly
4. Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parents will be encouraged to help volunteer or sponsor clubs through our Parent Volunteer group
- Family events such as Parent coffees, School Carnival, Assemblies
- Home/School Liaison

Describe Related Professional Learning:

- Presentation/sharing of club options

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Students in grades 1<sup>st</sup>-6<sup>th</sup> will participate in "Club Fridays" and assemblies to increase connectedness and allow

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

EL and foster students will participate in clubs and activities of their choice with opportunities to choose different clubs three times per year.

students to interact and be supported by many teachers, staff members, and parents. Students will be allowed to switch clubs three times per year. Opportunities for after school clubs, field trips and activities will also be provided.

Supplies for family events, security, Field trips, Club Friday supplies/equipment, contracts for Goal 2 sports/activities

Del Mar Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.6250				\$ 37,919.00
5	2	Sup & Conc	Security	Classified Support-Overtime				Security for events		\$ 628.00
5	2	Sup & Conc	Instruction	Materials & Supplies				Field Trip Opportunities		\$ 5,000.00
								<b>Total</b>		<b>\$ 43,547.00</b>

## 2017-2018 Budget for SPSA/School Site Council

### State/Federal Dept 0120 Del Mar Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts for Tutoring	2,013.00
1	1	Title 1 Basic	Instruction	Direct-Maint			FUSD Maintenance/Technology Repair	4,000.00
1	1	Sup & Conc	Instruction	Teacher-Subs			SST Substitutes	2,325.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.750		36,576.00
1	1	Sup & Conc	Instruction	Bks & Ref			Learning A-Z	5,000.00
1	1	Sup & Conc	In-House Instructional Staff Deve	Travel			: Professional Learning Conference	16,000.00
1	1	LCFF: EL	Instruction	Teacher-Subs			CELDT Subs to cover teacher testing.	2,209.00
1	1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitter/Translator	1,566.00
2	1	Title 1 Basic	Instruction	Direct-Graph			Graphics/Printing	50.00
2	1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation Materials	1,000.00
2	1	LCFF: EL	Instruction	Mat & Supp			Materials Supplies	10,041.00
3	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Planning Days	10,460.00
3	1	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies, NO FOOD, NO INCENTIVES	12,567.00
3	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology Hardware	15,000.00
3	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation Supplies. NO FOOD, NO INCENTIVES	900.00
3	1	Sup & Conc	Instruction	Teacher-Subs			Subs for Lesson Study	4,648.00
3	1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies	40,533.00
3	1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	16,000.00
3	1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation for Parent Conferences	843.00
4	2	Sup & Conc	Instruction	Mat & Supp			: Prizes for Character Building	4,000.00
4	2	Sup & Conc	Instruction	Mat & Supp			: Attendance Incentives	9,064.00
4	2	Sup & Conc	Instruction	Direct Trans			Transportation for Attendance Trip/Other Trip Incentive	1,000.00
4	2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Incentive Assemblies	3,000.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% Fee for Counselor	341.00
4	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On-Site Counselor-2 days/week	17,025.00
5	2	Sup & Conc	Instruction	Mat & Supp			Field Trip Opportunities	5,000.00
5	2	Sup & Conc	Security	Cls Sup-Ovr			Security for events	628.00
5	2	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.625		37,919.00

\$259,708.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$44,990.00
Sup & Conc	7090	\$162,140.00
LCFF: EL	7091	\$52,578.00
<b>Grand Total</b>		<b>\$259,708.00</b>

Domain Totals	Budget Totals
Academic	\$181,731.00
SEL / Culture & Climate	\$77,977.00
<b>Grand Total</b>	<b>\$259,708.00</b>