

Del Mar Elementary

106216660061831

Principal's Name: Nicole Woods

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>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.</p>	
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


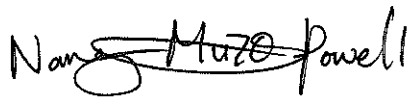
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Nicole Woods	X				
2. Chairperson – Nancy Muro Powell				X	
3. Cyndia Burkes				X	
4. Luis Guillen				X	
5. Steven Manfredo		X			
6. Nichole Ornelas		X			
7. Clara Serrato				X	
8. Barb Simms		X			
9. Myra Ramirez			X		
10. Araceli Villalazo				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Nicole Woods		3/22/18
SSC Chairperson	Nancy Muro Powell		3-22-18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Del Mar - 0120

ON-SITE ALLOCATION

3010	Title I	\$46,750 *
7090	LCFF Supplemental & Concentration	\$186,332
7091	LCFF for English Learners	\$47,244
TOTAL 2018/19 ON-SITE ALLOCATION		\$280,326

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,100
Remaining Title I funds are at the discretion of the School Site Council	\$45,650
Total Title I Allocation	\$46,750

Del Mar Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	32.698	39.698
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	23.567	30.567

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p> <p>Continued SBAC growth over the past two years can be attributed to:</p> <ul style="list-style-type: none"> Continued focus on the work of AC teams in support of whole school RTI block using student data to identify student needs by standard. Tiered levels of support for reading on grade levels <p>SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p> <p>Continued SBAC growth over the past two years can be attributed to:</p> <ul style="list-style-type: none"> Continued focus on the work of AC teams in support of whole school RTI block using student data to identify student needs by standard. Support/professional learning from Math coaches 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p> <p>The African American and Students with Disabilities subgroups are the lowest performing groups. These groups are also the subgroups highest in both chronic absenteeism and suspensions. Many of the students in these groups have been affected by trauma. Although we pay for counseling, not all parents are willing to give consent nor does our counselor have enough time to serve all students.</p> <p>SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p> <p>The African American and Students with Disabilities subgroups are the lowest performing groups. These groups are also the subgroups highest in both chronic absenteeism and suspensions. Many of the students in these groups have been affected by trauma. Although we pay for counseling, not all parents are willing to give consent nor does our counselor have enough time to serve all students.</p>
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Step 2: 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.

<p>1 SSC:</p> <p>Work with AC teams including RTI, continue to fund CT position,</p>	<p>2 ELAC:</p> <p>Pleased with increases. Continue to support RTI including the</p>	<p>3 Staff:</p> <p>Keep RTI (including funding CT, para, and materials and supplies to</p>
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continue to fund para position, emphasis on teacher professional learning, continue collaboration with Muir and Homan, differentiated instruction, After School program support, continue to purchase materials to support instruction, technology, recognition for achievement

funding of the para position, CT position, and continue ELD instruction. Continue to purchase materials and supplies that support ELLs.

support), but make adjustments to schedule. Continue partnership with other schools (Muir & Homan).

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- A new projector/sound system was purchased/installed in our cafeteria using our Title 1 for the purpose of parent outreach/education, communication, training, assemblies for academics, attendance and social emotional support, middle school connection/registrations. It is in the process of being installed. We will not need to purchase this again next year.
- A monitor and bracket was purchased for the purpose of using during SST and IEP meetings to encourage parent participation and provide clarity. This is in the process of being installed. We will not need to purchase again next year.
- Teacher subs for planning days were utilized. In order to provide job embedded learning for next year, teacher subs will be utilized for the purpose of lesson study days.
- Printers for every classroom were purchased to allow teachers to print materials off of adopted curriculum websites to support instruction. We will not need to purchase these again next year.
- Paper was purchased to support instruction. We will continue with this expense next year.

Action 1

Title: Students Reading on Grade Level by Third Grade

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

BAS

Owner(s):

Teachers/TSA

Timeline:

Kinder- 3rd & 4th quarter
1st quarterly

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

DRP

Owner(s):

Teachers/TSA

Timeline:

Fall 2018 & Spring 2019

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

BPST

Owner(s):

Teachers/TSA

Timeline:

Quarterly

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

CCI Cycle-Common Formative Assessments/Common Summative Assessments

Owner(s):

Teachers/PLC/TSA/Regional PAC (Homan, Muir, Roeding, Del Mar)

Timeline:

Teachers-Daily/Weekly
Quarterly-PAC

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

Interim (ELA)

Owner(s):

Teachers/ Admin

Timeline:

Bi-Annually

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

KAIG

Owner(s):

Teachers/Admin

Timeline:

Quarterly

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

SBAC

Owner(s):

Teachers/Admin

Timeline:

Annually

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

- Students in grade K-3 will participate in a minimum of four 30 minute sessions differentiated reading block to focus on specific reading skills/gaps. Support will be provided by a TSA, certificated tutor and a 6 hour para-professional. Materials utilized may include:Wonders leveled readers, Corrective Reading/Reading Mastery, Learning A-Z, Wonderworks.
- Tier 1-2: Students in grade 1-3 will participate in a 30 minute block of differentiated instruction in ELA by student by need based on identified essential standards ("DailyDive").
- Tier 1 and 2 supports will be provided by the classroom teacher and AC Teams
- Tier 3: All students in grades 1-3 will participate in a minimum of 30 minutes of differentiated reading block (RTI) to target specific reading skills/gaps.
- Tier 3 support will be provided by a TSA, RSP Teacher, Certificated Tutor (.375 FTE) and an Instructional Aide (.75 FTE)
- AC Teams will continue to improve instructional supports and provide intervention through the RTI process
- Disaggregate CFA/CSA data to identify how the following significant sub groups are progressing (SPED, EL, African American, and foster youth
- Materials to be utilized may include Wonders materials (ex. Leveled Readers), Corrective Reading/Reading Mastery, NewsELA, and Wonderworks, etc.
- Unit backwards planning utilizing GVC, Common Core Companions, Coherence Maps, and other tools
- Students in grades K-2nd will participate in a high frequency "Word Wiz" challenge.
- Students in grades 3rd-6th will participate in a "Block D" challenge.
- Students in Grades K-3rd will participate in a "Super Reader" Challenge. (K=D, 1st=J, 2nd=39, 3rd=45)
- Teacher supplemental contracts for tutoring
- Release time for teachers to do Lesson Studies and attend SST meetings.
- Students working below grade level may be referred to the Student Study Team.
- Teacher and student technology, repairs/maintenance, hardware and programs
- Resources and Material/Supplies, technology, incentives, copier lease, and graphics will be utilized/purchased to support instruction.

Specify enhanced services for EL students:

- During the 30 minute block, EL students will receive designated support in developing language proficiency.
- 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.
- An EL team of teachers will examine data, research best practices and provide professional development to teachers.
- Subs for ELPAC administration

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

- A Home School Liaison will support parent inclusion.
- Information to be given at Back to School Night in each classroom.
- Parent/Teacher Conferences will include strategies for parents to use at home.
- Data to be shared at ELAC, SSC and Parent Coffee hours.
- Parent University
- Incentives, supplies and materials
- Babysitting/translating for parent events.
- EduText, School Messenger, and ATLAS Parent portal
- Parent Newsletters and fliers.
- Quarterly Awards ceremonies
- Student Success Team Meetings
- Parent handbook.

Describe Professional Learning related to this action:

- Continuation of professional learning on reading standards and reading comprehension strategies to support the implementation of Wonders and tier 1 instruction.
- Continue CCI cycle with Regional PAC (embedded and differentiated learning by AC).
- A.5 TSA will support our learning with grade level teams from the other PAC sites through lesson studies, PLC planning, staff PL, and direct support to teachers .
- PLCs will continue professional learning through PLC collaboration utilizing Learning by Doing and the four grounding questions to address and meet student needs.
- PLCs will use protocols to examine student work samples and data to drive instruction.
- Continue work of PLC.
- Regional CFA rubric.
- Lesson studies will be conducted as job embedded learning.
- Goals setting and data chats will be conducted following Interim and State assessments.
- Conference opportunities including travel expenses (food and travel)
- Differentiation in the classroom.
- Supporting EL students through Integrated and Designated ELD.

Action 2

Title: ELA 4th-6th grade

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

CCI Cycle-Common Formative Assessments/Common Summative Assessments

Owner(s):

Teachers/PLC/TSA/Regional PAC (Homan, Muir, Roeding, Del Mar)

Timeline:

Teachers-Daily/Weekly
Quarterly-PAC

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

DRP

Owner(s):

Teachers/Admin

Timeline:

Fall 2018 & Spring 2018

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

Interim

Owner(s):

Teachers/Admin

Timeline:

Bi-Annually

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

SBAC

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

- Instruction in ELA by student by need based on identified essential standards ("Daily Dive").
- Tier 1 and 2 supports will be provided by the classroom teacher and AC Teams.
- Tier 3: All students in grades 4-6 will participate in a minimum of 30 minutes of differentiated (RTI) to target specific needs.
- Tier 3 support will be provided by a TSA, RSP Teacher, part time Certificated Tutor and a 6 hour Instructional Aide with the support from a .5 FTE TSA.
- Materials to be utilized may include Wonders materials (ex. Leveled Readers), Corrective Reading/Reading Mastery, NewsELA, and Wonderworks, etc.
- Unit backwards planning utilizing GVC, Common Core Companions, Coherence Maps, and other tools
- AC Teams will continue to improve instructional supports and provide intervention through the RTI process
-
- Disaggregate CFA/CSA data to identify how the following significant sub groups are progressing (SPED, EL, African American, and foster youth)
- Students in grades 3rd-6th will participate in a "Block D" challenge.
- Students working below grade level may be referred to the Student Study Team.
- Extra pay contracts will be offered to teachers for after school tutoring.
- Release time for teachers to do Lesson Studies and attend SST meetings.
- Teacher and student technology, hardware and programs
- Resources and Material/Supplies., copier lease, and graphics will be utilized/purchased to support instruction.

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

- A Home School Liaison will support parent inclusion.
- Information to be given at Back to School Night in each classroom.
- Parent/Teacher Conferences will include strategies for parents to use at home.
- Data to be shared at ELAC, SSC and Parent Coffee hours.
- Parent Education Night
- Parent University
- Babysitting/translating for parent events.
- EduText, School Messenger, and ATLAS Parent portal
- Parent Newsletters and fliers.
- Quarterly Awards ceremonies
- Student Success Team Meetings
- Parent handbook

Owner(s):

Teachers/Admin

Timeline:

Annually

Specify enhanced services for EL students:

- During the 30 minute block, EL students will receive designated support in developing language proficiency.
- 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.
- An EL team of teachers will examine data, research best practices and provide professional development to teachers.

Describe Professional Learning related to this action:

- Continuation of professional learning on reading standards and reading comprehension strategies to support the implementation of Wonders and tier 1 instruction.
- Continue CCI cycle with Regional PAC (embedded and differentiated learning by AC).
- A.5 TSA will support our learning with grade level teams from the other PAC sites through lesson studies, PLC planning, staff PL, and direct support to teachers .
- PLCs will continue professional learning through PLC collaboration utilizing Learning by Doing and the four grounding questions to address and meet student needs.
- PLCs will use protocols to examine student work samples and data to drive instruction.
- Continue work of PLC.
- Regional CFA rubric.
- Lesson studies will be conducted as job embedded learning.
- Goals setting and data chats will be conducted following Interim and State assessments.
- Conference opportunities.
- Differentiation in the classroom.

Action 3

Title: Math K-6th Grade

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

CCI Cycle-Common Formative Assessments/Common Summative Assessments

Owner(s):

Teachers/PLC/TSA/Regional PAC (Homan, Muir, Roeding, Del Mar)

Timeline:

Teachers-Daily/Weekly
Quarterly-PAC

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

KAIG

Owner(s):

Teachers/Admin

Timeline:

Quarterly

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

Interim

Owner(s):

Teachers/Admin

Timeline:

Bi-Annually

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

SBAC

Owner(s):

Teachers/Admin

Timeline:

Annually

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

Specify enhanced services for EL students:

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

- 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, and scope and sequence.
- AC Teams will continue to improve instructional supports and provide intervention through the RTI process
- Students in grade 1st-6th will use Go Math Fact Fluency to build math fluency.
- Students working below grade level may be referred to the Student Study Team.
- Extra pay contracts will be offered to teachers for after school tutoring.
- Teachers and RSP team will support struggling students in small groups with differentiated learning.
- Students in grades 3rd-6th will participate in a "Block D" challenge.
- Materials and supplies, copier lease, technology and graphics will be utilized/purchased to support instruction.

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

Describe Professional Learning related to this action:

- A Home School Liaison will support parent inclusion.
 - Information to be given at Back to School Night in each classroom.
 - Parent/Teacher Conferences will include strategies for parents to use at home.
 - Data to be shared at ELAC, SSC and Parent Coffee hours.
 - Parent University
 - Babysitting/translating for parent events.
 - EduText, School Messenger, and ATLAS Parent portal
 - Parent Newsletters and fliers.
 - Quarterly Awards ceremonies
 - Student Success Team Meetings
 - Parent handbook.
- Continuation of professional learning on math standards, progressions, quarterly planner, Illuminate CFA building, math fluency and concept building strategies to support the implementation of the GVC and tier 1 instruction.
 - IPG training to support Tenets 1, 2a, 2b, 3.
 - Continue CCI cycle with Regional PAC (embedded and differentiated learning by AC).
 - A.5 TSA will support our learning with grade level teams from the other PAC sites through lesson studies, PLC planning, staff PL, and direct support to teachers .
 - PLCs will continue professional learning through PLC collaboration utilizing Learning by Doing and the four grounding questions to address and meet student needs.
 - PLCs will use protocols to examine student work samples and data to drive instruction.
 - Continue work of PLC.
 - Regional CFA rubric.
 - Lesson studies will be conducted as job embedded learning using the IPG tool.
 - Goals setting and data chats will be conducted following Interim and State assessments.
 - Conference opportunities.
 - Differentiation in the classroom.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Direct-Maint			Technology Repair, CLASSROOM DEVICES ONLY	3,000.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics/Printing	50.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation Supplies. NO FOOD OR INCENTIVES	1,100.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875	Reading Interventiom	20,652.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	Reading interventiom	40,901.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Learning A-Z	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material Supplies and attendance incentives G3A1	10,865.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Professional Learning Conference	5,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for ELPAC and EL Team	1,172.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation for parent conferences	856.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitter/Translator	1,223.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for Lesson Study	6,794.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts for Tutoring	3,592.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology Hardware	7,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	Splitting position between Muir and Del Mar. Tentative hire: Brooke Juarez 1045115 Del Mar - Goal 1 Action 2 Muir - Goal 1 Action 3 - Math K-6	56,982.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier lease	16,000.00

\$178,187.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	84.317	91.317

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.	2 What were the key factors that contributed to the disproportionality for any significant subgroups.
Goal 2 Participation Rate Club Friday has been an ongoing activity for students in grades 1st-6th.	Goal 2 Participation Rate Kinder students have not had the opportunity to participate in clubs in the past.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
Continue Club Friday, sports, free exploration in primary grades, lunchtime activities, music experiences, recognition for participation	Continue Club Friday, sports, and after school clubs.	Continue Club Friday, sports, field trips

Action 1

Title: Students engaged in a Goal 2 activity

Action Details:

Del Mar will foster positive identification with school, sense of belonging, and communication to develop greater participation in school life for students through clubs, sports, and activities.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Goal 2 Indicators in SQII

Owner(s):

Admin

Timeline:

Quarterly

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

SEL Survey results

Owner(s):

Culture & Climate Team

Timeline:

September & June

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

Suspension Rate

Owner(s):

Admin

Timeline:

Quarterly

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

- "Club Fridays" will allow students to participate in a club of their choosing every other Friday with new club choices offered for the 3rd and 4th quarters.
- After school clubs and field trip opportunities will be provided.
- Organized games during lunch recess.
- Assemblies, guest artists, and musicians may be contracted.
- Supplies for family events, security, clubs, activities, and sports will be purchased.

Specify enhanced services for EL students:

Explain the 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, and assemblies will highlight clubs

Describe Professional Learning related to this action:

- Presentation/sharing of club options.

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	97.647	100
Exposure to Careers - 4th Grade	97.059	100
Exposure to Careers - 6th Grade	95.122	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Exposure to Careers - 3rd Grade
All students had the opportunity to attend/participate.

Exposure to Careers - 4th Grade
All students had the opportunity to attend/participate.

Exposure to Careers - 6th Grade
All students had the opportunity to attend/participate.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Exposure to Careers - 3rd Grade
The only reason we did not have 100% participation was due to illness/absences.

Exposure to Careers - 4th Grade
The only reason we did not have 100% participation was due to illness/absences.

Exposure to Careers - 6th Grade
The only reason we did not have 100% participation was due to illness/absences.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Begin field trips to local businesses (walking), "Meaningful Work", Career Day,

2 ELAC:

Begin Career day, jobs

3 Staff:

Begin "Meaningful Work", Career Day, Continue Junior Achievement

Action 1

Title: Meaningful Work

[Action Details:](#)

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Students will participate in meaningful work through options to interview for a variety of staff sponsored "jobs" throughout the school year.
- Del Mar will host a "Career Day".

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

- Parents will be encouraged to participate in "Career Day" and share their work with students.

Specify enhanced services for EL students:

- EL students will have the opportunity to participate in "Meaningful Work" by interviewing for school created jobs.

Describe Professional Learning related to this action:

- Professional learning will be provided to staff regarding "Meaningful work" options.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar Elementary (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	LCFF: EL	Instruction	Mat & Supp			Material Supplies	1,524.00

\$1,524.00

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	18.323	16.323
Suspensions Per 100	14.759	13.759

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Chronic Absenteeism</p> <p>Del Mar has many students who are affected by trauma, are homeless, in foster care or whose parents do not understand the importance of being at school daily- especially in the importance of kindergarten.</p> <p>Suspensions Per 100</p> <p>Del Mar has many students who are affected by trauma and feel they live in an unsafe neighborhood.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Chronic Absenteeism</p> <p>Students with Disabilities subgroups is the lowest performing group. Many of the students in this group have been affected by trauma. Although we pay for counseling, not all parents are willing to give consent nor does our counselor have enough time to serve all students.</p> <p>Suspensions Per 100</p> <p>The African American subgroup is the lowest performing group. Many of the students in this group who are being suspended have been affected by trauma. Although we pay for counseling, not all parents are willing to give consent nor does our counselor have enough time to serve all students.</p>
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Step 2: 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.

<p>1 SSC:</p> <p>Continue weekly rewards for most needy grade level, parent incentives, recognition for CHAMPs. Begin REACH room with RCA, Mentor Program, counseling with another provider</p>	<p>2 ELAC:</p> <p>Continue with incentives and counseling services.</p>	<p>3 Staff:</p> <p>Continue with counseling, REACH room. Need more time with RCA and a new counseling provider.</p>
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Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- A new projector/sound system was purchased/installed in our cafeteria using our Title 1 for the purpose of parent outreach/education, communication, training, assemblies for academics, attendance and social emotional support, middle school connection/registrations. It is in the process of being installed. We will not need to purchase this again next year.

- A monitor and bracket was purchased for the purpose of using during SST and IEP meetings to encourage parent participation and provide clarity. This is in the process of being installed. We will not need to purchase again next year.
- Teacher subs for planning days were utilized. In order to provide job embedded learning for next year, teacher subs will be utilized for the purpose of lesson study days.
- Printers for every classroom were purchased to allow teachers to print materials off of adopted curriculum websites to support instruction. We will not need to purchase these again next year.
- Paper was purchased to support instruction. We will continue with this expense next year.

Action 1

Title: Attendance

Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Saturday Academy
- Parents will be contacted by the CWA when their child is at risk of becoming chronically absent.
- CWA will work with identified families of identified students to trouble shoot, set goals and provide support/incentives.
- 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

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

- Parents will be contacted by the CWA when their child is at risk of becoming chronically absent.
- HSL for parent outreach
- Materials and supplies for parent engagement/involvement
- CWA will work with identified families of identified students to trouble shoot, set goals and provide support/incentives.
- Attendance, behavior and grade expectations will be shared with parents at Back to School Night.
- A1 meetings with parents.
- Parent handbook
- Materials and Supplies for Parents

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

- Staff data review

Action 2

Title: Positive Behavior Support

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

Tier 1 Supports:

- All classrooms will implement CHAMPs, Class Meetings, PBIS clip system, levels of behavior, 2nd Step
- A 3 hour RCA will support students through reteaching, goal setting and incentives.
- MTSS
- REACH tickets and raffle will be utilized to support character building
- Growth mindset will be a focus
- Behavior assemblies twice per year
- Character Counts weekly lessons with monthly recognition
- Quarterly recognition ceremony

Tier 2 Supports:

- Boys to Men and Girl Power groups for identified students
- Family Foundations Counseling
- Behavior Support Plan Level 1
- Student Study Team with subs provided as needed
- Mentors for identified students

Tier 3 Supports:

- Behavior Support Plan Levels 2 & 3
- ICET referral

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

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

- Quarterly recognition ceremony
- Parent newsletters & School Messenger
- SST meetings
- ICET meetings
- Parent mentors

Specify enhanced services for EL students:

CHAMPs/MAC Visuals

Describe Professional Learning related to this action:

- Professional learning around students with trauma, growth mindset, schoolwide behavior system
- Quarterly NTA meetings

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies - No Food or Incentives	11,119.00
G4A1	Sup & Conc	Instruction	Direct Trans			Transportation for attendance trip/other trip incentives	800.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation Materials	1,000.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.6250	HSL - Parent outreach / classes	42,469.00
G4A2	Title 1 Basic	Instruction	Teacher-Subs			SST Substitutes	2,928.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		11,167.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works : Incentive Assemblies	4,000.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Counseling Services	26,600.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% REA Evaluation Fee for Contracted Counseling	532.00

\$100,615.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0120 Del Mar Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Direct-Maint			Technology Repair, CLASSROOM DEVICES ONLY	3,000.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics/Printing	50.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation Supplies. NO FOOD OR INCENTIVES	1,100.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875	Reading Interventiom	20,652.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	Reading interventiom	40,901.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Learning A-Z	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material Supplies and attendance incentives G3A1	10,865.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Professional Learning Conference	5,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for ELPAC and EL Team	1,172.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation for parent conferences	856.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Sup			Babysitter/Translator	1,223.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for Lesson Study	6,794.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts for Tutoring	3,592.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology Hardware	7,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	Splitting position between Muir and Del Mar. Tentative hire: Brooke Juarez 1045115 Del Mar - Goal 1 Action 2 Muir - Goal 1 Action 3 - Math K-6	56,982.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier lease	16,000.00
G3A1	LCFF: EL	Instruction	Mat & Supp			Material Supplies	1,524.00
G4A1	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies - No Food or Incentives	11,119.00
G4A1	Sup & Conc	Instruction	Direct Trans			Transportation for attendance trip/other trip incentives	800.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation Materials	1,000.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.6250	HSL - Parent outreach / classes	42,469.00
G4A2	Title 1 Basic	Instruction	Teacher-Subs			SST Substitutes	2,928.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		11,167.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works : Incentive Assemblies	4,000.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Counseling Services	26,600.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% REA Evaluation Fee for Contracted Counseling	532.00

\$280,326.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$46,750.00
Sup & Conc	7090	\$186,332.00
LCFF: EL	7091	\$47,244.00
Grand Total		\$280,326.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$178,187.00
G3 - All students will demonstrate the character and competencies for workplace success	\$1,524.00
G4 - All students will stay in school on target to graduate	\$100,615.00
Grand Total	\$280,326.00