

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 29, 2019

Title I SWP



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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation 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>


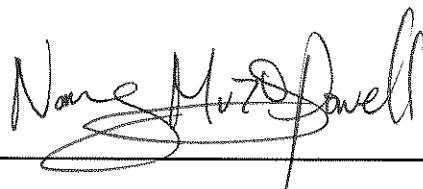
X

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. Steve Manfredo		X			
4. Barb Simms		X			
5. Nichole Ornelas		X			
6. Ignacio Soto				X	
7. Myra Ramirez			X		
8. Tara Dixson				X	
9. Eugenia Perez				X	
10. Cyndia Burkes				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		3/21/19
SSC Chairperson	Nancy Muro Powell		3-21-19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Del Mar - 0120

ON-SITE ALLOCATION

3010	Title I	\$49,632 *
7090	LCFF Supplemental & Concentration	\$189,927
7091	LCFF for English Learners	\$40,767
		\$280,326
TOTAL 2019/20 ON-SITE ALLOCATION		\$280,326

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,584
Remaining Title I funds are at the discretion of the School Site Council	\$48,048
Total Title I Allocation	\$49,632

Del Mar Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	39.698 %	36.242 %	2017-2018	43.242 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	30.567 %	30.435 %	2017-2018	37.435 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Continued SBAC growth over the past two years can be attributed to:

- Continued focus on the work of AC teams in support of whole school RTI block using student data to identify student needs by standard supports students in mastering grade level standards.
- Tiered levels of support for reading on grade levels supports students in closing the gap towards reading on grade level.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Continued SBAC growth over the past two years can be attributed to:

- Continued focus on the work of AC teams in support of whole school RTI block using student data to identify student needs by standard supports students in mastering grade level standards.
- Support/professional learning from Math coaches helps teachers in focusing instruction aligned to the standards. This, in turn, supports student mastery of grade level standards.

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

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

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.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

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.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There are no major differences between the intended and actual implementation of actions or budget expenditures.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Del Mar will hire 2 three hour paraprofessionals to support reading instruction in grade k-2. This change can be found in Action 1. Del Mar will begin consistent use of Interim Block Assessments (IABs) in grades 3-6 to inform instruction. This change can be found in Action 3.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Work with AC teams including RTI, continue to fund CT position, continue to fund para position, emphasis on teacher professional learning, continue collaboration with Muir , Roeding and Homan, differentiated instruction, After School program support, continue to purchase materials to support instruction, technolgy. regonition for achievement

2 ELAC:

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

3 Staff:

Keep RTI (including funding CT, para, and materials and supplies to support). Continue partnership with other schools (Muir, Roeding & Homan).

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, a 6 hour para-professional and 2 three hour paras. 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 ("Daily Dive").
- 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.
- 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.

Specify enhanced services for low-performing student groups:

The Students with Disabilities subgroup is the lowest performing group. SPED teacher will be supported in utilizing Wonders curriculum for instruction. This group is also the 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.

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).
- 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.
- Subscription to Nearpod.

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:	<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

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

Owner(s):

Teachers/Admin

Timeline:

Annually

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

- Instruction in ELA by student by need based on identified essential standards ("Daily Dive").
- 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.
- 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.

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.

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

Specify enhanced services for low-performing student groups:

The Students with Disabilities subgroup is the lowest performing group. SPED teachers will be supported in utilizing the Wonders curriculum. This group of students is also the highest in both chronic absenteeism and suspensions. 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.

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).
- 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):

- 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).
- 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.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

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

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
- 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.

The Students with Disabilities subgroup is the lowest performing group. SPED teachers will be supported in using Go Math for instruction. This group of students is also the highest in both chronic absenteeism and suspensions. 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.

Describe Professional Learning related to this action:

- Continuation of professional learning on math standards, progressions, quarterly planner, Illuminate CFA building, use of Interim Assessment Blocks (IABs) 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).
- Training with the FUSD Math Coaches in mathematical practices and planning.
- 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.
- Subscription to Nearpod.
- Differentiation in the classroom.

2019-2020 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	Teacher-Regu	Tutor	0.1875	Reading Intervention	20,664.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			Technology Repair	2,000.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics/Printing	50.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitter/Translating	999.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation: NO FOOD OR INCENTIVES	1,100.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	Reading Intervention	43,335.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Instructional Aides - Intervention	9,525.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Intervention	9,525.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and Reference: Learning A-Z, Nearpod, WonderWorks	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material/Supplies and attendance incentives G3 A1	8,444.00
G1A1	LCFF: EL	Instruction	Direct-Other			: Assessors for ELPAC	2,500.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			SST Substitutes / Subs for Lesson Study	20,941.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology Hardware	2,500.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts for Tutoring	6,028.00
G1A3	Sup & Conc	Instruction	Travel			: Professional Learning Conferences	25,000.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	16,000.00

\$178,611.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	91.317 %	83.842 %	2017-2018	90.842 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Club Friday has been an ongoing activity for students in grades 1st-6th. It allows all students in these grades to participate in arts, activities and athletics.

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

Goal 2 Participation Rate

Kinder students have not had the opportunity to participate in clubs in the past.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to changes in contractual pay rate from the Goal 2 fund, some of our planned clubs had to be cancelled.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will offer Kinder students opportunities to participate in clubs.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Continue Club Friday, sports, free exploration in primary grades,

2 ELAC:

Continue Club Friday, sports, and after school clubs.

3 Staff:

Continue Club Friday, sports, field trips

lunchtime activities, music experiences, recognition for participation

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: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Goal 2 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.
- A "Boys Club" will support 5th and 6th grade boys in developing character and citizenship through volunteer activities.
- 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:

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

Specify enhanced services for low-performing student groups:

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	98.551 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 3rd Grade

All students had the opportunity to attend/participate and learn about the responsibilities and character traits needed to be successful.

Exposure to Careers - 4th Grade

All students had the opportunity to attend/participate and learn about the responsibilities and character traits needed to be successful.

Exposure to Careers - 6th Grade

All students had the opportunity to attend/participate and learn about the responsibilities and character traits needed to be successful.

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

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: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We began "Meaningful Work" this year with a focus on 4th-6th grades.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will expand our "Meaningful Work" to include jobs for 3rd graders.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Continue "Meaningful Work", Career Day

2 ELAC:

Begin Career day, jobs

3 Staff:

Continue "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

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

Tier 2 Students will have first priority in the jobs. As such, we will use suspension data to track progress of these students.

Owner(s):

Intervention Specialist/Admin

Timeline:

Monthly during TST meetings

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

- Students will participate in meaningful work through options to interview for a variety of staff sponsored "jobs" throughout the school year. Materials and supplies will be purchased to support the meaningful work.
- Del Mar will host a "Career Day".
- Junior Achievement will work with 1st-3rd grades in building understanding of community and the jobs available.

Specify enhanced services for EL students:

- EL students will have the opportunity to participate in "Meaningful Work" by interviewing for school created jobs. Materials and supplies will be purchased to support the meaningful work.

Specify enhanced services for low-performing student groups:

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.

Describe Professional Learning related to this action:

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

2019-2020 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	2,251.00

\$2,251.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	16.323 %	16.186 %	2017-2018	13 %
Suspensions Per 100	13.759 %	11.128 %	2017-2018	9 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

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. Saturday Academy has helped us to increase attendance rates. Morning Meetings have helped to decrease tardiness. Increasing student attendance supports learning keeping all students on target to graduate.

Suspensions Per 100

Del Mar has many students who are affected by trauma and feel they live in an unsafe neighborhood. The Family Foundations counselor has helped with many of our students. However, the need is larger than her caseload can handle.

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

Chronic Absenteeism

Students with Disabilities subgroup is the lowest performing group. Because many of these students get to school by bus, they have not been able to attend Saturday Academy to clear absences.

Suspensions Per 100

The Students with Disabilities 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.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Although we budgeted for an RCA, we were unable to find a candidate that was a good fit for our needs. The Family Foundations counselor was not able to serve all students in need due to her caseload being limited to 2 days.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will continue with the RCA position as we are hoping to find a candidate to finish out this year. We will increase the contract with Family Foundations to 3 days.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
Continue weekly rewards for most needy grade level, parent incentives, recognition for CHAMPs. Begin REACH room with RCA, Mentor Program, counseling with another provider	Continue with incentives and counseling services.	Continue with counseling, REACH room. Need more time with RCA and a new counseling provider.

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

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

Owner(s):

Timeline:

- Parents will be contacted by the CWA 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.

RCA/TSA
Office Staff
Admin

weekly
monthly
quarterly

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.
- 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

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

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

This groups will receive targeted support from our RCA and Intervention Specialist based on need

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

Describe Professional Learning related to this action:

- 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
- 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

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

1. Culture and Climate team 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.
2. Targeted Support Team (TST)
3. Student Success Team (VP, RSP Teacher, Psychologist, Classroom Teacher, Parents) will meet based on TST referrals of students who meet the Tier 2-3 criteria for services and supports from RCA, Psychologist and Key staff support.
4. Culture and Climate team will analyze student culture and climate surveys Responses to determine opportunities to target key social/emotional constructs (growth mindset, self-efficacy, self-awareness and self-management) Supplemental Contracts

Meaningful Work

Owner(s):

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

Timeline:

- Quarterly
- Monthly
- As needed, based on TST referral or parent request.
- Monthly

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

Tier 1 Supports:

- All classrooms will implement CHAMPs, Class Meetings, PBIS, levels of behavior, 2nd Step
- A 3 hour RCA 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 in Monday Morning messages with monthly recognition
- Quarterly recognition ceremony

Tier 2 Supports:

- Boys and Men of Color 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.

Specify enhanced services for EL students:

CHAMPs/MAC Visuals

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 low-performing student groups:

The Students with Disabilities subgroup is the lowest performing group. Although there has been a decrease from last year (25% to 18%), it is still the highest rate among subgroups. This groups will receive targeted support from our RCA and Intervention Specialist based on need.

Describe Professional Learning related to this action:

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

2019-2020 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 and supplies: NO FOOD OR INCENTIVES	1,378.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1250	HSL - Parent Outreach / Classes	9,005.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Resource Counseling Assistant	13,065.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5000	HSL - Parent Outreach / Classes	36,016.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Services - Counseling	40,000.00

\$99,464.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0120 Del Mar Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.1875	Reading Intervention	20,664.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			Technology Repair	2,000.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics/Printing	50.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitter/Translating	999.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation: NO FOOD OR INCENTIVES	1,100.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	Reading Intervention	43,335.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Instructional Aides - Intervention	9,525.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Intervention	9,525.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and Reference: Learning A-Z, Nearpod, WonderWorks	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material/Supplies and attendance incentives G3 A1	8,444.00
G1A1	LCFF: EL	Instruction	Direct-Other			: Assessors for ELPAC	2,500.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			SST Substitutes / Subs for Lesson Study	20,941.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology Hardware	2,500.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts for Tutoring	6,028.00
G1A3	Sup & Conc	Instruction	Travel			: Professional Learning Conferences	25,000.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	16,000.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: Material Supplies	2,251.00
G4A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies: NO FOOD OR INCENTIVES	1,378.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1250	HSL - Parent Outreach / Classes	9,005.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Resource Counseling Assistant	13,065.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5000	HSL - Parent Outreach / Classes	36,016.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Services - Counseling	40,000.00

\$280,326.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$49,632.00
Sup & Conc	7090	\$189,927.00
LCFF: EL	7091	\$40,767.00
Grand Total		\$280,326.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$178,611.00
G3 - All students will demonstrate the character and competencies for workplace success	\$2,251.00
G4 - All students will stay in school on target to graduate	\$99,464.00
Grand Total	\$280,326.00