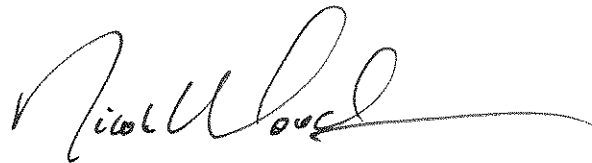


Del Mar Elementary

10621666006183

Principal's Name: Nicole Woods

Principal's Signature:

A handwritten signature in black ink, appearing to read "Nicole Woods", with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

Additional Targeted Support and Improvement

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>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<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 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 School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</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 and Family 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 School 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>

Del Mar School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal & Secretary - Nicole Woods	X				
2. Marli McKeeman		X			
3. Barb Simms		X			
4. Allegra Maddux		X			
5. Myra Ramirez			X		
6. Tara Dixson			X		
7. Vice President- Brian Shepherd			X		
8. Chairperson – Nathan Ellis			X		
9. Cyndia Burkes			X		
10.					
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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Nicole Woods		3/12/2020
SSC Chairperson	Nathan Ellis		March 12 th 2020

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 2020/21

Del Mar - 0120

ON-SITE ALLOCATION

3010	Title I	\$56,498 *
7090	LCFF Supplemental & Concentration	\$183,061
7091	LCFF for English Learners	\$40,767
TOTAL 2020/21 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	\$1,599
Remaining Title I funds are at the discretion of the School Site Council	\$54,899
Total Title I Allocation	\$56,498

Del Mar Elementary 2020-2021 - 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)	43.242 %	38.944 %	2018-2019	46 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	37.435 %	33.003 %	2018-2019	41 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-125.2 pts	2018-2019	-110.2 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-140.6 pts	2018-2019	-125.6 pts

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 four years can be attributed to:

A focus on Tier 1 instruction through professional learning and the PLC process. Also for the past three years, Del Mar has participated in learning/planning with a larger team of teachers from Homan, Muir and Roeding (mini PAC).

Continued focus on the work of PLC 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.

Based on the growth of Fall and Winter diagnostics there is adequate growth in all grade levels, however it is important for teachers to utilize their RTI block to provide additional access to reading foundations and build reading comprehension skills.

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)

Based on the growth of Fall and Winter diagnostics there is adequate growth in all grade levels, however it is important for teachers to utilize their RTI block to provide additional access to reading foundations and build reading comprehension skills.

The Students with Disabilities subgroup is the lowest performing group. This group also is the subgroup highest in both chronic absenteeism and suspensions. Many of the students in this group have also 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 ELA Distance from Level 3 (Students w/Disabilities)

The teachers of the Students with Disabilities subgroup were mainly using an adopted curriculum that was below grade level. This contributed to lower growth than we wanted.

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

I-Ready Reading Diagnostic Results ELA

Grade Level	Fall	Winter	Growth
Kinder		30%	
Grade 1	7%	24%	17%
Grade 2	11%	30%	19%
Grade 3	31%	37%	6%
Grade 4	14%	15%	1%
Grade 5	15%	24%	9%
Grade 6	14%	22%	8%

SBAC ELA Distance from Level 3 (Students w/Disabilities)

Although the Students with Disabilities subgroup increased by 13 points, they are still 125 points from level 3.

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

Based on growth of Fall and Winter diagnostics, there is adequate growth in all grade levels, however it is important for teachers to utilize the mini lessons made available on i-Ready platform to provide additional access to mathematical foundations.

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.

I-Ready Math Diagnostic Results

Grade Level	Fall	Winter	Growth
Kinder		13%	
Grade 1	1%	18%	17%
Grade 2	3%	12%	9%
Grade 3	5%	19%	14%
Grade 4	6%	13%	7%
Grade 5	14%	20%	6%
Grade 6	12%	23%	11%

SBAC Math Distance from Level 3 (Students w/Disabilities)

Although the Students with Disabilities subgroup shows an increase of 33 points, they are still 140 points

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 Distance from Level 3 (Students w/Disabilities)

The teachers of the Students with Disabilities subgroup were mainly using an adopted curriculum that was below grade level. This contributed to lower growth than we wanted.

below standard.

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.

To support increase understanding of grade level, complex text the Certificated Tutor hours will be increased, teachers will receive professional learning from TNTP to focus their instruction in ELA, and the teachers who work with our Students with Disabilities subgroups will increase their use of grade level materials by learning from their Mini PAC colleagues.

- Teachers are working with their Mini PAC to plan and respond to student data as evidenced by their Common formative/summative assessments.
- Teachers are utilizing i-Ready online platform to individualize reading instruction, based off diagnostic results
- Teachers are using various forms of data to identify students' individual needs in reading
- Teachers were provided grade-level instructional groupings from i-Ready online platform to better inform next steps in reading instruction, specifically during RtI time

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:

The School Site Council reviewed the data and plan and agreed to all changes.

2 ELAC:

The ELAC reviewed the data and the plan and agreed to all changes. They also requested we reach out to Parent University and ask they offer more variety in their site based modules.

3 Staff:

Del Mar Staff reviewed the data and the plan and agreed to the suggested changes.

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

BPST

Owner(s):

Teachers/TSA

Timeline:

Kinder 4th quarter

Monitor Grades 1-3/New students

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

iReady (ELA)

Owner(s):

Teachers/ Admin

Timeline:

3 times per year

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

KAIG (revised)

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 3 - 6th Grade

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, 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 PLC 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)
- PLC 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, homeless)
- Materials to be utilized may include Wonders materials (ex. Leveled Readers), Corrective Reading/Reading Mastery, 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 = iReady/BAS, 2nd/3rd Grades (iReady)

- 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 of our school wide schedule, 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 and/or ELPAC assessors

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 and SSC
- Parent University
- Incentives, supplies and materials
- Babysitting/translating for parent events.
- EduText, School Messenger, and ATLAS Parent portal
- Parent Newsletters and Peachjar 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. As a focus of our Mini PAC, SPED teachers will be supported in utilizing Wonders curriculum for instruction so students will have daily access and support with on grade level curriculum to increase comprehension. 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.
- Professional Learning with the support of TNTP (The New Teacher Project) on cognitive planning
- Continue CCI cycle with Regional PAC (embedded and differentiated learning by PLC).
- 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
- Support teachers who have not yet attended a PLC conference by sending them to the summer Solution Tree conference in Fresno
- Lesson studies will be conducted as job embedded learning.
- Goals setting and data chats will be conducted prior and/or 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.
- Orton Gillingham training for K/1

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

iReady

Owner(s):

Teachers/Admin

Timeline:

Tri-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 ("DailyDive").
- Tier 1 and 2 supports will be provided by the classroom teacher and PLC 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
- PLC 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, homeless)
- 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 RtI block on our school wide schedule, 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 celebrate 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/PeachJar
- Parent Newsletters and fliers.

Specify enhanced services for low-performing student groups:

The Students with Disabilities subgroup is the lowest performing group. As a focus of our Mini PAC, SPED teachers will be supported in utilizing Wonders curriculum for instruction so students will have daily access and support with on grade level curriculum to increase comprehension. 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 PLC).
- 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.
- Lesson studies will be conducted as job embedded learning.
- Goals setting and data chats will be conducted following i-Ready and State assessments.

- Quarterly Awards ceremonies
- Student Success Team Meetings
- Parent handbook
- Family/Learning Night

- Review of previous PL on designated/integrated EL instruction.
- Conference opportunities.
- Differentiation in the classroom.
- TNTP professional learning
- Mini-PAC SPED pilot Professional learning
- Cultural Proficiency Professional Learning with Staff

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

i-Ready

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:

- 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.
- PeachJar
- Family Math Night

Specify enhanced services for low-performing student groups:

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, 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 PLC).
- 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 i-Ready and State assessments.
- Conference opportunities.
- Subscription to Nearpod.
- Differentiation in the classroom.
- Cultural Proficiency Professional Learning with Staff

2020-2021 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	0.3125		32,347.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Material & Supplies: NO FOOD OR INCENTIVES	1,000.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			Technology Repair - Student/Classroom devices, no admin/office tech repair	1,500.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics/Printing	50.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting/Translating	1,010.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation: NO FOOD OR INCENTIVES	590.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,067.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500		44,525.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,618.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and Reference: Learning A-Z, Nearpod, WonderWorks	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies and attendance Incentives G3/A1	14,192.00
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	16,636.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology Hardware	3,365.00
G1A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			The New Teacher Project : TNTP-The New Teacher Project	5,000.00
G1A3	Sup & Conc	Instruction	Travel			Professional Learning Conference	2,000.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	16,000.00

\$161,400.00

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	90.842 %	79.159 %	2018-2019	86.159 %

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.

<p>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.</p> <p>Goal 2 Participation Rate</p> <p>Along with sports, music and Club Friday we are able to get most of our students engaged in school based activities.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Goal 2 Participation Rate</p> <p>Due to the coronavirus pandemic and early closure of the school year, several of our clubs and sports were cancelled causing a lower than usual participation rate.</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We intended to have several more clubs and sports during the 4th quarter of school. However, these were cancelled due to the coronavirus pandemic.

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 to offer the clubs and sports we had planned for this year.

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.

<p>1 SSC:</p> <p>The School Site Council reviewed the data and agreed to the plan.</p>	<p>2 ELAC:</p> <p>The ELAC reviewed the data and agreed to the plan.</p>	<p>3 Staff:</p> <p>The Staff reviewed the data and agreed to the plan.</p>
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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 "Service 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
- Family fun night

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 %	92 %	2018-2019	99 %
Exposure to Careers - 4th Grade	100 %	91.026 %	2018-2019	98.026 %
Exposure to Careers - 6th Grade	100 %	88.889 %	2018-2019	95.889 %

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 in a career.

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 in a career.

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 in a career.

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

Exposure to Careers - 3rd Grade

The reasons for not having 100% participation have to do with illness, absenteeism, and the shortened school year.

Exposure to Careers - 4th Grade

The reasons for not having 100% participation have to do with illness, absenteeism, and the shortened school year.

Exposure to Careers - 6th Grade

The reasons for not having 100% participation have to do with illness, absenteeism, and the shortened school year.

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

The shortened school year and absenteeism caused lower rates this year.

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.

With a full year ahead, we plan to involved all students with a variety of career exposure opportunities.

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:

The SSC reviewed data and agreed to plan.

2 ELAC:

The ELAC reviewed the data and agreed to the plan.

3 Staff:

The Staff reviewed the data and agreed to the plan.

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. Invitations will be sent to apply for first priority.

[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.
- Extra pay contract for jobs coordinator(s)

[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.

2020-2021 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 and Supplies	3,057.00

\$3,057.00

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	13 %	19.485 %	2018-2019	17.485 %
Suspensions Per 100	9 %	8.996 %	2018-2019	7.996 %
Chronic Absenteeism (Students with Disabilities)		30.5 %	2018-2019	28.5 %
Suspension Rate (Students w/Disabilities)		6.5 %	2018-2019	3.5 %

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 serves many students who are affected by trauma, homelessness, and live in a foster home. Our Family Foundations counselor and Resource Counselor have worked to support these students and their diverse needs.

Chronic Absenteeism (Students with Disabilities)

This year we had several students in the Students with Disabilities subgroup with medical and emotional needs beyond what a school can support. Other agencies were involved to support these students, however the process takes time thus resulting in missed school days.

Suspension Rate (Students w/Disabilities)

The students with Disabilities subgroup shows a 6.5% suspension rate. Although this is a 1% decrease over last year, it is still the subgroup with the highest suspension rate.

Suspensions Per 100

The overall suspension rate is stable as compared to last year. If the school year had not been shortened, this number would be lower as many of the students who were suspended in the first semester were showing improved behavior.

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

Chronic Absenteeism

Chronic Absenteeism (Students with Disabilities)

The Students with Disabilities subgroup included several students with medical and emotional needs beyond what a school can support. Other supports such as ICET, HHI, District and SPED leadership were necessary to determine how best to support these students. The process took time as we needed to show due diligence in trying to support these students at the site.

Suspension Rate (Students w/Disabilities)

The Students with Disabilities subgroup shows a 1% decrease in suspension rate over last year. Through the work with Family Foundations and our RCA, these students were showing improvement since the first semester. Had the school year not been cut short, the rate would be lower.

Suspensions Per 100

The overall suspension rate is stable as compared to last year. If the school year had not been shortened, this number would be lower as many of the students who were suspended in the first semester were showing improved behavior.

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

There were no major differences between intended and actual implementation other than the school year being shortened.

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.

No changes.

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:

The SSC reviewed the data and approved our plan.

2 ELAC:

The ELAC reviewed the data and approved our plan.

3 Staff:

The Staff reviewed the data and approved our plan.

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

- 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 data to monitor progress

Owner(s):

RCATSA
Office Staff
Admin

Timeline:

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
- Class attendance flags - Recognition
- 2nd Step / Classmeetings / Morning Meetings

Specify enhanced services for EL students:

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

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 low-performing student groups:

Students with disabilities (sub-group) group will receive targeted support from our RCA, CWAS and Intervention Specialist based on need.

Describe Professional Learning related to this action:

- Staff data review
- Cultural Proficiency Professional Learning with Staff

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

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
- Morning Meetings
- 2nd Step

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
- REACH Room

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

Owner(s):

- Culture and Climate Team
- RCA/TST Team
- Student Success Team
- RCATSA/Culture and Climate Team

Timeline:

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

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

- Parent newsletters & School Messenger
- SST meetings
- ICET meetings

- Quarterly NTA meetings
- Cultural Proficiency Professional Learning with Staff

2020-2021 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	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3875		24,806.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		11,963.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5500		35,210.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Services: Counseling	43,890.00

\$115,869.00

2020-2021 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	0.3125		32,347.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Material & Supplies: NO FOOD OR INCENTIVES	1,000.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			Technology Repair - Student/Classroom devices, no admin/office tech repair	1,500.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Graphics/Printing	50.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting/Translating	1,010.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation: NO FOOD OR INCENTIVES	590.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,067.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500		44,525.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,618.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and Reference: Learning A-Z, Nearpod, WonderWorks	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies and attendance Incentives G3/A1	14,192.00
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	16,636.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology Hardware	3,365.00
G1A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			The New Teacher Project : TNTP-The New Teacher Project	5,000.00
G1A3	Sup & Conc	Instruction	Travel			Professional Learning Conference	2,000.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	16,000.00
G3A1	LCFF: EL	Instruction	Mat & Supp			Material and Supplies	3,057.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3875		24,806.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		11,963.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5500		35,210.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Services: Counseling	43,890.00

\$280,326.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$56,498.00
Sup & Conc	7090	\$183,061.00
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	\$161,400.00
G3 - All students will demonstrate the character and competencies for workplace success	\$3,057.00
G4 - All students will stay in school on target to graduate	\$115,869.00
Grand Total	\$280,326.00