

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 line extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
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<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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 Engagement 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>

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. Chairperson - Marli McKeeman		X			
3. Nicanor Garcia		X			
4. Vice President – Allegra Maddux		X			
5. Erlinda Renovato			X		
6. Maria Hernandez				X	
7. Brian Shepherd				X	
8. 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: Del Mar Elementary			
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		3/26/21
SSC Chairperson	Marli McKeeman		3/25/21

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 2021/22

Del Mar - 0120

ON-SITE ALLOCATION

3010	Title I	\$61,065 *
7090	LCFF Supplemental & Concentration	\$202,917
7091	LCFF for English Learners	\$44,145
7099	School Opening Support <i>(New! One-time funds)</i>	\$22,919
TOTAL 2021/22 ON-SITE ALLOCATION		\$331,046

* 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	\$1,593
	Remaining Title I funds are at the discretion of the School Site Council	\$59,472
	Total Title I Allocation	\$61,065

Del Mar Elementary 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		33.81 %	2020-2021	40 %
I-Ready Math D2 On Level		25.71 %	2020-2021	32 %
I-Ready ELAD2 On Level (Students With Disabilities)		15.94 %	2020-2021	22 %
I-Ready Math D2 On Level (Students With Disabilities)		10 %	2020-2021	16 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

Our focus was on Tier 1 instruction through professional learning and the PLC process. Also for the past four 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 level supports students in closing the gap towards reading on grade level. Based on the growth of Fall and Winter diagnostics there is growth in 5 out of 7 grade levels, however it is difficult to determine if the data is reliable as students took the tests online at home.

I-Ready ELA

Results	Fall	Winter	Growth
Kinder	48%	58%	10%
Grade 1	28%	19%	-1%
Grade 2	25%	32%	7%

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

I-Ready ELA D2 On Level

Due to the pandemic, both decreased instructional minutes and technology issues impacted learning. Also, much of our planned professional learning had to take a back seat to training for distance and simultaneous teaching.

I-Ready ELA D2 On Level (Students With Disabilities)

The Students with Disabilities subgroup is the lowest performing group. However, the plan we had in place to support this team was not fully executed due to the pandemic and need for supports with online and simultaneous teaching.

I-Ready Math D2 On Level

Due to the pandemic, both decreased instructional minutes and technology issues impacted learning. Also, much of our planned professional learning had to take a back seat to training for distance and simultaneous teaching.

I-Ready Math D2 On Level (Students With Disabilities)

Grade 3	26%	29%	3%
Grade 4	18%	31%	13%
Grade 5	13%	13%	0%
Grade 6	9%	17%	8%

I-Ready ELA D2 On Level (Students With Disabilities)

Tiered levels of support for reading on grade level supports students in closing the gap towards reading on grade level. Based on the growth of Fall and Winter diagnostics there is some growth, however it is difficult to determine if the scores are reliable as students were taking it at home. It is also important for teachers to utilize their RTI block to provide additional access to reading foundations and build reading comprehension skills.

I-Ready Math D2 On Level

Based on growth of Fall and Winter diagnostics, there is adequate some in most grade levels, It is important for teachers to utilize the mini lessons made available on iReady platform to provide additional access to mathematical foundations. Growth over the past two years can be attributed to: 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. Support/professional learning from with Mini PAC helps teachers in focusing instruction aligned to the standards.

I-Ready Math

Results	Fall	Winter	Growth
Kinder	39%	47%	8%
1st Grade	19%	19%	0%
2nd Grade	19%	25%	6%
3rd Grade	8%	18%	10%
4th Grade	8%	22%	14%
5th Grade	8%	11%	3%
6th Grade	4%	6%	2%

I-Ready Math D2 On Level (Students With Disabilities)

Teachers are using District adopted materials, working with their grade level PLC, and Mni PAC to plan lessons and use assessment results to differentiate instruction.

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.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

One of our 3.5 hour para positions did not get filled all year due to lack of applicants. Recently, the other 3.5 hour para took a position with more hours at another site. This has affected our ability to support early learners with Rtl.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 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. Professional learning will continue to be provided in the area of "Culturally Responsive Teaching" to further address inequities.

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:

Teaching Fellows and/or increased time with our CT.

2 ELAC:

Teaching Fellows, increased time with the CT, support for ELLs during RTI

3 Staff:

Teaching Fellows, increased CT time, SEL support

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 4 California Teaching Fellows. 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 (.4375 FTE), 6 hour Instructional Aide, and 4 California Teaching Fellows.
- 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, Nearpod 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.
- Professional Learning will be provided through TNTP, book studies, conferences, and PLC time.
- Students working below grade level may be referred to the Student Study Team.
- Teacher and student technology, repairs/maintenance, hardware and programs
- Resources, material/supplies, technology, incentives, copier lease, and graphics will be utilized/purchased to support instruction.

Specify enhanced services for EL students:

- Integrated ELD for all EL students daily
- During the 30 minute block of our school wide schedule, EL students will receive designated support in developing language proficiency.

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

- Interventions will include use of ELPAC and iReady data to focus on the needs of struggling ELs/RFEP students to ensure academic success.
- EL students who are struggling readers will receive additional support through integrated EL instruction and support from the Certificated Tutor.
- EL goal setting and data chats based on ELPAC results.
- An EL Redesignation dinner will be held to celebrate students who redesignate.
- Subs for ELPAC administration and/or ELPAC assessors
- Incentive/awards may be purchased
- Technology/subscriptions to support designation/integrated instruction

absenteeism. 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.

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 ("Daily Dive").
- 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.
- Professional Learning will be provided through TNTP, book studies, conferences, and PLC time.
- 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.
- Interventions will include use of ELPAC and iReady data to focus on the needs of struggling ELs/RFEP students to ensure academic success.
- EL students who are struggling readers will receive additional support through integrated EL instruction.
- EL goal setting and data chats based on ELPAC results.
- An EL Redesignation dinner celebrate will be held to celebrate students who redesignate.

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.

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: <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

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).
- Professional learning will be provided to support Math Lesson Design.
- Sub release time will be provided for trainings and lesson studies.
- 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.
- Professional Learning will be provided through book studies, conferences, and PLC time.
- Extra pay contracts will be offered to teachers for after school tutoring.
- Teachers and RSP team will support struggling students in small groups with differentiated learning.
- Students in grades 3rd-6th will 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.

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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375		28,273.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Books and Reference	1,031.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			The New Teacher Project : TNTP	5,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	43,927.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for ELPAC assessors	2,500.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL Materials and Supplies	1,339.00
G1A1	One-Time School	Instruction	Nc-Equipment			Technology	10,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Subs for SSTs and Lesson Studies - No IEPs	12,210.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500		45,156.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech Repair	1,000.00
G1A2	Sup & Conc	Instructional Supervision & Admi	Direct-Graph			Graphics/Printing	50.00
G1A2	One-Time School	Instruction	Mat & Supp			Materials and Supplies	12,919.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Sub release days for Math Lesson Design planning/PL	5,796.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Tutoring contracts	16,760.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	16,000.00

\$201,961.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	90 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Along with sports, music and Club Friday we are able to get most of our students engaged in school based activities.

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 as it relates to this goal.

Student-centered real world learning experience - Site Defined

Some students are not allowed to participate in real world learning experiences due to parents not consenting to it. Because some parents do not understand the intended outcome of an experience (ex. an academic field trip), they may refuse to give permission to their child. Because some families do not get the opportunity to travel, they can become anxious about their child doing it without them. Finally, some students are depended on at home to help provide support to their siblings, so they are unable to join some clubs or sports.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

All in-person field trips were cancelled due to COVID-19 restrictions from the state government. All sports were cancelled, so no coaching contracts were funded. As well, all clubs were also cancelled, so supplemental contracts were not issued. All meaningful work jobs were put on hold, so students were not able to complete the intended learning of their roles. Funds were transferred to technology lines to support distance learning learning and virtual field trips.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Goal: Expose all students to real world learning experiences by offering multiple opportunities for them to participate in real-world learning experiences throughout the 2021-2022 school year.

- **Actions:** We will continue to provide real-world learning experiences through clubs, field trips, and meaningful work. We will be partnering with Junior Achievement, which brings in community members to educate K - 3 students about being productive in their community and starts to prepare them for work readiness and success. Finally, we will host a career day where students will be able to learn about different career options within their community from an array of diverse individuals from the community, **Located in Action 1.**

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:

Career day, Junior Achievement, Del Mar Student Jobs, career focused field trips, guest speakers from the community, Week of Code

2 ELAC:

Feedback was positive and in agreement about expanding real-world learning experiences for all students.

3 Staff:

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

Action 1

Title: Real-World Learning Experiences and 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.
- Career field trips (including virtual) will be offered.

- Del Mar will host a "Career Day" using a school committee. This day will include professionals from a wide variety of the community who also reflect diversity and are multi lingual.
- A coding club and "Week of Code" will be implemented.
- Junior Achievement will work with 1st-3rd grades in building understanding of community and the jobs available.
- Extra pay contract for jobs coordinator(s)
- Materials and supplies

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:

All students will be encouraged to participate in any of the student centered and real-world experiences, regardless of academic standing or sub-group. Diversity will be taken into consideration when determining jobs and planning career events.

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		30.16 %	2020-2021	28.16 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (Students with Disabilities)		37.5 %	2020-2021	35.5 %
Suspensions students with 1 or more (Students With Disabilities)		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

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.

Suspensions students with 1 or more

Due to the online learning format this year, Del Mar had zero suspensions.

Suspensions students with 1 or more (Students With Disabilities)

Due to the online learning format this year, Del Mar had zero suspensions.

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

Chronic Absenteeism

Due to the pandemic and lack of internet at times, there were days in which students struggled to get on or stay online.

Chronic Absenteeism (Students with Disabilities)

Due to the pandemic and lack of internet at times, there were days in which students struggled to get on or stay online.

Suspensions students with 1 or more

Due to the online learning format this year, Del Mar had zero suspensions.

Suspensions students with 1 or more (Students With Disabilities)

Due to the online learning format this year, Del Mar had zero suspensions.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to the pandemic, the majority of our engagement activities had to be canceled. Sports, dances, carnivals, and on site clubs did not happen causing us to find creative ways to support this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We are increasing time with Krazy Karen as we feel there is a great need to get students engaged in and excited about coming to school and interacting with peers. We will include the activities we had originally planned for this year including, sports, incentives, field trips, family fun nights, dances, rallies, etc.

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:

CWAS to work with students in need, RCA, Dedicated Dolphins, incentives with Krazy Karen, Parent information meetings

2 ELAC:

Communicate with parents

3 Staff:

CWAS to work with students in need, RCA, Dedicated Dolphins, incentives with Krazy Karen, Parent information meetings

Action 1

Title: Students engaged in a our school and community.

Action Details:

Del Mar will foster positive identification and participation with school and community through participation in clubs, sports, field trips 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 graders in developing character and citizenship through volunteer activities at school and in the community.
- Continued professional learning and support in SEL instruction, relationship building, use of "Second Step", and class meetings.
- After school clubs and field trip opportunities will be provided.
- Organized games during lunch recess.
- Assemblies, guest artists, and musicians may be contracted.
- Supplies/contracts for family events, security, activities, and sports will be purchased.
- Dedicated Dolphins, incentives with Krazy Karen, Parent information meetings

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:

Kindergarten students have the lowest participation rate. We will provide assemblies/clubs at earlier times to allow for their participation. ILT & CCT will consider inclusion of SWD in additional SEL opportunities or activities.

Action 2

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:	<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

- Parents will be contacted by the HSL and/or the CWAS 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
- Home School Liaison to support communication to families.
- Parents will be contacted by the CWAS when their child is at risk of becoming chronically absent.
- Attendance clerk will work with identified families of identified students to trouble shoot, set goals and provide support.
- Attendance, behavior and grade expectations will be shared with parents at Back to School Night.
- Incentives and field trip opportunities
- A1 meetings with parents
- Parent handbook

- Materials and supplies
- Resources for our SEL room
- Class attendance flags - Recognition
- 2nd Step / Class meetings / Morning Meetings

Specify enhanced services for EL students:

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

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.

Action 3

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: <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

1. Culture and Climate and Targeted Support Teams (TST) will review suspensions and office referrals to discover root causes and develop supports and interventions based on who, what, where and when the misbehaviors are occurring.
2. 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.
3. 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)
4. Supplemental Contracts

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

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:

- Mentors will provide support along with an RCA to identified students.
- Family Foundations Counseling
- All For Youth counseling/mentoring
- Behavior Support Plan Level 1
- Student Study Team with subs provided as needed
- 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
- SEL inclusionary opportunities will be offered and monitored by the SPED PLC.

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 group will receive targeted support from our RCA and Intervention Specialist based on need.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		12,958.00
G3A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Services: Counseling	43,890.00

\$56,848.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		85.71 %	2019-2020	85.71 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Current identified actions in SPSA were difficult to implement due to the pandemic and subsequent distance learning format.

Staff Survey – Overall Positive in Belonging Domain

Overall Sense of Belonging increased from 86% in 2019-2020 to 95% in 2020-2021. More than ever teachers reached across grade levels to learn from and support each other with new technology. New teacher leaders emerged, and staff leaned on each other throughout the pandemic.

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

Staff Goal - Site Defined

Del Mar will increase the percentage in the metric aligned to the staff survey: overall positive in belonging domain by 5%.

Staff Survey – Overall Positive in Belonging Domain

With 95% of staff responding favorably to Overall Sense of Belonging, the staff who responded do feel a sense of belonging. The disproportionality lies within the number of staff who did not take the survey.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The major differences between the intended and actual implementation of actions and budget expenditures to meet the goal were:

- Limitations imposed from pandemic and remote learning
- Limitations on time and space during PL/PLC process which included new distance learning process

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Changes that will be made for the 2021-22 school year to achieve this goal are:

- Increased involvement in team building activities

- Increased opportunities to include staff voice through ILT and CCT
- Increased learning in cultural proficiency

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:
Positive and safe working environment, pot lucks, inclusion of staff voice, team building activities, addressing needs/concerns in a timely manner, coffee hours	ELAC had no suggestions	Positive and safe working environment, pot lucks, inclusion of staff voice, team building activities, addressing needs/concerns in a timely manner, coffee hours

Action 1

Title: Staff Engagement

[Action Details:](#)

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

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 FUSD Staff Survey	Owner(s): Nicole Woods	Timeline: Winter 2022
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Details: Explain the data which will specifically monitor progress toward each indicator target Site level survey	Owner(s): CCT	Timeline: Fall 2021
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[Describe Direct Services and/or Professional Development to staff, including materials and supplies required \(curriculum and instruction\) in support of hiring and retention:](#)

- ILT and CCT teams will offer opportunities to include staff voice in decision making.
- Cultural Proficiency training will continue
- Training in Second Step will be provided to new teachers
- Professional learning opportunities to help build teacher capacity with regards to instruction
- Professional Learning in the area of Universal Design for Learning
- "Teacher/Staff of the Month" both teachers and classified staff will choose a member to highlight each month. Their picture will be taken and posted and they will receive a banner to hang in their classroom/workspace. The

following month they will choose the next person.

- Contracts for staff support committees
- Sunshine club to organize monthly activities such as potlucks, paint night, game night, etc.
- Family Foundations to provide professional learning to support staff mental health
- Staff appreciation meals and activities
- Incentives including t-shirts, sweatshirts, and materials/supplies
- "Check Ins" with staff members
- Contracts for team building

Specify Professional Development or Staff Services to support EL students: _____

Specify Professional Development or Staff Services to support low-performing student groups: _____

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			Materials / Supplies	4,927.00

\$4,927.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		97.51 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	8 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Current reality: Many of our school-wide virtual events were not well attended. The same goes with virtual committees such as ELAC, SSCs, and site townhalls.

Parent Survey - Respected and welcomed

This year we had planned for a carnival, a family game night, a back to school night, open house, and two family dances. Due to the closure of the physical school, these did not happen. We were able to host 2 online rallies.

Parent Survey - Respected and welcomed

The most current survey data was based on available in-person instruction and communication. Live events/committees were convenient for parents and families to attend and made communication more efficient. We are expecting a dip in the data of this metric due to the barriers and frustration that distance learning and virtual meetings has caused for parents.

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

Family Goal - Site Defined

Due to all interactions being virtual, technology was definitely a barrier for some student sub-groups. The lack of technology such as availability of a device for parents or a consistent internet connection was a barrier of having parents/families attend events/meetings.

Parent Survey - Respected and welcomed

Due to all interactions being virtual, technology was definitely a barrier for some student sub-groups. The lack of technology such as availability of a device for parents or a consistent internet connection was a barrier of having parents/families attend events/meetings.

Parent Survey - Respected and welcomed

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

All of the in-person events were cancelled due to the campus closure, as a result of COMD-19. We were unable to host the 6 family events that were planned and budgeted for. Some of the events were held virtually. Any expenditures that were set aside for materials and supplies, were not spent. Unspent funds were transferred to technology and instructional materials and supplies.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

During the 2021-2022 increase culturally-proficient two-way communication and engagement opportunities for families. The goal for the 2021-2022 school year is to increase from 6 family events to 8.
We will host 8 family events instead of 6. These events will be planned for outside to allow for physical distancing. Contingencies planned for in case they need to be held virtually. **Action 1**
Parent survey goal: To increase parent participation in school committees by at least 10% Improving the amount of parent voice in decision making will promote cultural diversity for the school site. It will also show parents that they are welcomed and respected.

- We will actively recruit and encourage parents to join school committees such as school site council and ELAC. To do this, we will be advertising and offering incentives. **Action 2**

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:

Family Fun Night, Family Workshop Night, Family Literacy Night with student created books combined with book fair, Family Dance Night

2 ELAC:

ELAC attendees were excited to have more family events and agreed that more parents involved in committees such as theirs would be very beneficial for the school and students.

3 Staff:

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

Action 1

Title: Family Engagement

Action Details:

Del Mar will establish culturally proficient two way communication and engagement for families. There will be 8 opportunities for families to participate in school-community events throughout the school year.

- (2) Family dances
- Back-to-school night
- (2) family nights (board game night and sports night)
- Open House
- Carnival
- Family academic workshop night.

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

- Planning documents/committees
- Master calendar
- Spending of budgeted funds

Owner(s):

- Admin
- HSL
- Parent Volunteers
- Committee members

Timeline:

- Committees to be determined by the end of the 2020-2121 school year.
- Events to be placed on the school master calendar by the end of the 2020-2021 school year.
- Each event committee to meet at least 6 weeks before each event.
- All allocated funds for family engagement to be spent by May 2022.

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- A School Site Council and English Learner Advisory Committee will meet regularly to learn about school activities /business and provide input (snack/meals provided)
- Cultural Proficiency Training with staff will be shared with parents and input from parents will be welcomed
- Family event such as "Family Fun Night", dances, Open House, Back to School Night, and Family Academic Workshop Night
- Contract for Fun Works/Jitters
- Contracts for translators.
- Materials and supplies including graphics
- Supplemental contracts for committee members
- Photo services from Larson Brothers Photography
- Babysitting/translating will be provided

Specify Direct Service and Opportunities for parents and families to support EL students:

All flyers, posters, and communications will be translated into Spanish and Hmong. Translators will be available during the planning, communicating and execution of the event. Parents will be encouraged to actively participate in all phases.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

All events will be low cost or free for parents, with the exception of food/vendor items. For example, each family will get to keep the board game that they play during the board game night.

Action 2

Title: Parent Involvement

Action Details:

Promote, solicit, and retain parents for site committees such as school site council and ELAC.

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

- Attendance log for each meeting.
- Parent contact data from HSL (promoting and retaining)
- FUSD Parent survey

Owner(s):

- HSL
- Admin
- Parent University

Timeline:

Promoting and soliciting parents to begin prior to the end of the 2020-2021 school year. HSL to reach out to at least 20 new parents per month throughout the 2021-2022 school year.

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Recruitment and retention of parent volunteers: With parents becoming more actively involved in their students' education, they will be able to give input during shared decision making that will reflect the diverse needs of our student population. They will also be able to better understand how they can support their student as they gain clarity in the meetings.**
- **Student Engagement: As parents are more engaged, they will be more likely to ensure that their child is also more engaged with the school communication.**
- **Home School Liaison will support with communication and organization.**
- **Resources needed: Supplies for communication/advertising, incentives such as food, clothing, and other materials and supplies. Supplemental contracts for staff will also be necessary for translating, babysitting, and preparation/follow up to meetings. Technology and software licensing will also be needed to ensure parents are able to participate.**

Specify Direct Service and Opportunities for parents and families to support EL students:

Direct input from parents during SSC and ELAC meetings, Parent voice will be important when making decisions for school actions and will provide incite into how to best support our EL students,.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Parents voices valued and their input being strongly considered during site based decision making in ELAC and SSC.
- Food and babysitting will be provided for the meetings.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting/Translating - No IEPs	1,236.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			: Materials & Supplies for Parent Involvement - No Food or Incentives	357.00
G5A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3625		25,411.00
G5A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5750		40,306.00

\$67,310.00

2021-2022 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	0.4375		28,273.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Books and Reference	1,031.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			The New Teacher Project : TNTP	5,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	43,927.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for ELPAC assessors	2,500.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL Materials and Supplies	1,339.00
G1A1	One-Time School	Instruction	Nc-Equipment			Technology	10,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Subs for SSTs and Lesson Studies - No IEPs	12,210.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500		45,156.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech Repair	1,000.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Direct-Graph			Graphics/Printing	50.00
G1A2	One-Time School	Instruction	Mat & Supp			Materials and Supplies	12,919.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Sub release days for Math Lesson Design planning/PL	5,796.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Tutoring contracts	16,760.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	16,000.00
G3A3	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		12,958.00
G3A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Services: Counseling	43,890.00
G4A1	Sup & Conc	Instruction	Mat & Supp			Materials / Supplies	4,927.00
G5A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting/Translating - No IEPs	1,236.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			: Materials & Supplies for Parent Involvement - No Food or Incentives	357.00
G5A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.3625		25,411.00
G5A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.5750		40,306.00

\$331,046.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$61,065.00
Sup & Conc	7090	\$202,917.00
LCFF: EL	7091	\$44,145.00
One-Time School	7099	\$22,919.00
Grand Total		\$331,046.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$201,961.00
G3 - Increase student engagement in their school and community	\$56,848.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$4,927.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$67,310.00
Grand Total	\$331,046.00