

# **Del Mar Union School District**

## **Del Mar Hills Academy**

### **School Plan for Student Achievement**

**2023-2024**

Date Approved by School Site Council: October 3, 2023

Date Approved by District Board of Trustees: October 25, 2023

Contact Person: Andrea Sleet, Principal

Email Address: [asleet@dmusd.org](mailto:asleet@dmusd.org)

Telephone Number: 858.755.9763

## Purpose and Description

The School Plan for Student Achievement (SPSA) is a comprehensive document outlining the goals, strategies, and actions selected to support students in meeting academic expectations and ensuring their social emotional well-being. It is developed in collaboration with site administration, teachers and parents and reflects the needs identified through an analysis of state and local data and serves as the plan. The plan is updated annually and is aligned with state and federal requirements for Schoolwide Programs supported by Title I funding, schools identified for Additional Targeted Support (ATSI), with the districts Local Control Accountability Plan (LCAP), and the district's strategic plan, Destination 2028.

## 2019 National Blue Ribbon School

### Our School Profile



At Del Mar Hills Academy, we believe it is our collective responsibility to develop and nurture our students as global citizens with emotional integrity. Our mission is to achieve a culture of inclusion by teaching and modeling respect so each and every child feels seen, valued, and celebrated. We are focused on building and affirming a school environment that embodies a community where every staff member and every child is valued for their unique strengths and empowered as leaders.

At Del Mar Hills Academy we are a school family. Each of our children are also a part of a school family known as a "Surf Family" led by a teacher or staff member and composed of kindergarten through sixth grade students. The goals of our "Surf Families" are: to develop and strengthen relationships with students of various ages and backgrounds, build a sense of community across grade levels, and support students in learning to respect and accept each other's differences. The benefits of "Surf Families" include: creating a truly cohesive whole school environment and ensuring that age is not a barrier to friendship and collaboration, building camaraderie and identity for all, create smaller communities within the larger community where students can make stronger bonds and connections, older students develop empathy as they mentor younger students, and younger students gain confidence through interaction with upper grade students. In addition, students have the opportunity to interact with teachers they normally would not, which gives them another trusted adult on our campus. Overall, "Surf Families" create a culture of, "We are better together!"

Del Mar Hills Academy, home of the SurfRiders, welcomes and educates neighborhood children from kindergarten through sixth grade. When Del Mar Hills Academy opened its doors to students in 1974, it was the third school in the Del Mar Union School District. The members of our school community are proud of the longstanding tradition of providing educational excellence throughout the past forty-plus school years. At the Hills, we have an ongoing commitment to academic excellence and education of the whole child, a staff dedicated to meeting the academic and social emotional needs of every SurfRider, and a student body that is motivated to learn and achieve.

Our educational program is grounded in a strong academic core delivered through high quality instruction so our students think and learn across disciplines. We pride ourselves in developing standards-based, progressive, meaningful learning opportunities that are integrated across disciplines to ensure students develop essential skills and competencies. Highly skilled, credentialed specialists in the areas of STEAM+ education team with our students, and grade-level teachers, to enrich and reinforce standards-based concepts introduced via classroom instruction. Our extraordinary teacher collaboration provides a richly integrated learning experience for each one of our students.

This year we are proud to have Spanish Immersion classes in Kindergarten through Third Grade. We are so proud of our World Language district program, and we are excited to have this learning experience for our youngest SurfRiders. Incoming kindergarten students throughout our district were offered this learning opportunity. This program supports our Destination 2028 Lever One focused on Strong Academic Core and High Quality Instruction and provides an opportunity for students to engage in language study as a path toward the California State Seal of Biliteracy (Global California 2030). "The goal of Global California 2030 is to expand the number of students who know at least two languages. More students earning the Seal of Biliteracy means more young people will enter the workforce with the skills and knowledge to keep California's economy thriving and to continue its role as a global leader." (pg. 10 Global California 2030; CA Dept of Education) Our goals also include providing a program where students learn Spanish through meaningful interaction and cultural study.

Students will develop a multicultural awareness/appreciation and multicultural competence. Through second language study, we promote higher academic achievement and greater problem-solving skills.

Del Mar Hills students' performance on the Smarter Balanced assessment place in the top percentage of student performance among all elementary schools across the State of California. Our SurfRiders continue to demonstrate growth on a variety of assessment measures. This is due, in large part, to our tireless commitment to engage as a professional learning community toward ensuring classroom instruction is always driven by our students' needs. Presenting targeted, differentiated, high-quality instruction is a fundamental goal in every classroom, for every student on our campus. By providing access to and experience with state-of-the-art resources, our staff and students develop strong skills in the utilization of technology as a tool to acquire, understand, and disseminate information. Our SurfRiders appreciate a variety of opportunities to learn, think, create, innovate, and as a result, they genuinely experience the joy of learning during the time they spend at Del Mar Hills Academy.

The entire Del Mar Hills community is committed to providing an enriched and balanced educational experience for all students. Our high-performing staff is second to none and coupled with our parent partnerships, our school is an exceptional place for children to learn.

## **Educational Partner Engagement**

Del Mar Hills Academy seeks input from all our educational partners, including teachers, parents, and students, to ensure a robust learning environment and responsive school culture. Our school engages parents and community members through regular PTA, School Site Council (SSC), and English Learner Advisory Committee (ELAC) meetings. Input from the community is gathered through an annual spring survey. In addition, site and district plans are informed via site level student, staff, and parent focus group sessions and through regular classroom visits. Specific feedback regarding SPSA was gathered during the following meeting: School Site Council and ELAC

## **Destination 2028**

Destination 2028! is a comprehensive strategic plan which includes both the collective vision that articulates our community's aspirations for all of our students, and the set of priorities to inform how we focus our energy and resources in our schools to meet the needs of all students so our students are prepared to thrive in a complex and rapidly changing world.

Our Vision:

**Unrelenting pursuit of the extraordinary school experience.**

Our Mission:

**To ignite genius and empower students to advance the world.**

Belief Statement:

**We must seize opportunities to revolutionize the traditional school system to better prepare today's students. A wise investment in time and resources will radically change and improve the school experience.**

**We believe:**

The school experience is built upon a strong academic foundation within a safe, secure environment.

In the joy of learning.

In student choice and ownership of learning.

In the genius of each child.

In developing integrity, compassion, and empathy.

In developing grit, perseverance, and a passion for learning.

In empowering students to be thinkers and change makers.

In the power of curiosity.

In the power of team.

In taking risks and not settling.

Our students, as engaged citizens, will positively impact their community and the world.

## PORTRAIT OF A LEARNER COMPETENCIES

Our Portrait of a Learner articulates our community's aspirations for all our students, identifying the skills, mindsets, and competencies that our students need for success in this rapidly changing world.



### ADAPTABILITY

- Works effectively in a climate of uncertainty and changing priorities.
- Demonstrates agility in thoughts and actions.
- Responds productively to feedback, praise, setbacks, and criticism.
- Understands, negotiates, and balances diverse views and beliefs to reach workable solutions.
- Demonstrates flexibility when engaging in various roles and situations.



### CRITICAL THINKING

- Improves the quality of one's own thinking by being inquisitive, curious, and reflective.
- Seeks out information, discerns between sources of varying quality, analyzes both sides of an argument, and proposes solutions.
- Applies thinking that is clear, rational, open-minded, and informed by evidence.
- Identifies, evaluates, and prioritizes solutions to difficult or complex situations.
- Implements and reflects critically on a solution.



### GLOBAL CITIZEN

- Values and embraces diverse cultures and unique perspectives through mutual respect and open dialogue.
- Demonstrates personal, civic, social, local, and global responsibility through ethical and empathetic behaviors, and understands the local and global implications of civic decisions.
- Contributes and takes action to make the world a better place.



### EMOTIONAL INTEGRITY

- Demonstrates awareness, sensitivity, concern, and respect to connect with others.
- Exhibits empathy, self-awareness, conflict resolution, confidence and the ability to learn from mistakes.
- Builds positive relationships, works collaboratively and makes decisions based on personal values and goals.
- Acts with empathy and compassion to make positive contributions to the world.



### LEARNER'S MINDSET

- Embraces curiosity and eagerly explores the world around them.
- Possesses the desire to learn and confidently perseveres through new and/or challenging learning experiences.
- Finds and maximizes opportunities to actively listen and elicit diverse perspectives from others.
- Develops positive attitudes and beliefs about learning.
- Demonstrates agency and ownership over one's learning.



### DEPTH OF KNOWLEDGE

- Develops and draws from integrated and connected knowledge across academic disciplines.
- Transfers knowledge in combination with new learning to deepen understanding, influence conclusions, and seek solutions.
- Applies content knowledge in routine and innovative ways in real-world situations.
- Acquires knowledge through the process of thinking deeply by applying internalized structures for organizing thinking.
- Articulates thoughts and ideas effectively for a range of purposes and audiences.



## Four Levers

The Del Mar Union School District develops students' strengths, passions, and sense of purpose, and prepares them to serve a broader social, political, and economic community. Three levers identify the means or agency of achieving this end.

### **Lever One:** Learning Experience

Every learner receives equitable access to a strong academic core and high-quality instruction so that students think and learn across disciplines, connect multiple ideas, create new knowledge, and engage in breakthrough thinking.

### **Lever Two:** Responsive and Caring Culture

Individuals are respected and valued for their unique contributions and diverse perspectives. There exists a shared commitment to a culture of excellence grounded in empathy, compassion, and common purpose.

### **Lever Three:** Stewardship of Resources

Human capital, fiscal resources, and facilities intentionally align in support of the extraordinary school experience.

### **Lever Four: Design Influence**

Rich and meaningful learning occurs at the intersection of purposeful, engaging learning, innovative thinking, and a compelling curriculum. The physical environment across all learning spaces supports rich and meaningful learning by influencing how individuals interact, their behaviors, and their engagement in authentic personal and collective learning.

Destination 2028 -Site Planning

Lever # 1: Learning Experience and Lever Four: Design Influence

LCAP Goal 1: Students will experience high-quality standards-based learning applied to real-world context using multi-modal methods to create, communicate, and think critically. Students’ experiences will build upon their passions, interests, and strengths.

Needs Assessment - Metrics*									
Metric	Baseline 2022-2023 performance			2023-24 Expected Outcomes	Metric	Baseline 2022-2023 performance			2023-24 Expected Outcomes
<b>Smarter Balanced Grades 3-6, English Language Arts Performance Level/ percent Meets and Exceeds</b>	2022-23 Dashboard Performance Level	2023 SBA % Meets and Exceeds	# Students SBA		<b>Smarter Balanced Grades 3-6, Mathematics Performance Level/ Percent Meets and Exceeds</b>	2022-23 Dashboard Performance Level	2023 SBA % Meets and Exceeds	# Students SBA	
Schoolwide	Very High	75%	156	Increase by at least 1%	Schoolwide	Very High	78%	156	Increase by at least 1%
White	Very High	83%	98	Increase by at least 1%	White	Very High	81%	98	Increase by at least 1%

Metric	Baseline performance	2023-2024 Expected Outcomes
<b>English Learner Performance Indicator (ELPI)</b> % of English learners Students who have gained at least one level or maintained level 4	86%	Maintain or increase baseline
Reclassification Rate - % of English learners who have reclassified	7%	Increase by 3%

\*All SBA are preliminary. Official data will be released during the 2023-2024 school year. All performance level data reflects the 2022-23 California School Dashboard which are based on 2021-22 data. Student group must be at least 30 to receive a performance level. Students in grades 3-6 are included.

**Needs Assessment - Analysis**

What are the schools strengths and opportunities for growth related to this goal? Review data provided and other available information to help inform the needs assessment.

Del Mar Hills Academy has demonstrated significant strength in fostering a positive and inclusive learning environment. Academic data consistently reflects students performing at high levels, which is further supported by classroom observations showing well-implemented teaching strategies and instructional practices that support our students’ academic and social-emotional needs. Additionally, the school's commitment to collaborative professional development has been evident through the strong sense of teamwork among educators. However, academic data suggests that some students may benefit from more targeted instruction to address individual needs in the area of reading and mathematics. We are focused on increasing the use of differentiation strategies and providing targeted interventions to ensure each student’s needs are met. Currently, co-teaching is taking place in one fourth and one fifth grade classroom. The co-teachers plan weekly for 45 minutes, receive professional learning, and engage in classroom observations.

LCAP Goal 1: Students will experience high-quality standards-based learning applied to real-world context using multi-modal methods to create, communicate, and think critically. Students’ experiences will build upon their passions, interests, and strengths.

<b>Goal 1, Priority Actions</b>					
<b>Action #</b>	<b>Action Description</b>	<b>Student Group Served</b>	<b>Who Leads?</b>	<b>Resources Needed</b>	<b>Expenditure</b>
1	Implement and refine school-based systems to provide academic tiered intervention based on targeted student needs.	All students	Principal	Collaboration Time	
2	Provide Tier 2 intervention in the area of reading for identified students	All students	Principal District Leadership Reading Intervention Teacher	District Reading Intervention Teacher	



3	Support students' academic success through the continued development and implementation of co-teaching.	All students	Principal Instructional Services Coordinator	Collaboration Time	
4	Essential Elements of Instruction: Provide differentiated learning opportunities for staff, based on experience in DMUSD, need, and assignment.	All students	District Leadership Principal	Substitutes	
5	Creating a Culture of Thinking: Teachers will continue to engage in differentiated professional learning opportunities in a culture of thinking, including opportunities to participate in a fellows teacher leadership group as well as continued learning using a cohort model.	All students	District Leadership Principal Teachers	Substitutes	
6	Continue differentiated training of all teachers in grades K-6 teachers to support a conceptually based mathematics program. Provide topic options for teachers who have completed grade level training	All students	District leadership Principal District Math TOSA Teachers	Substitutes	
7	English Learners with a performance level of level 1 or 2 on the 2023 Summative ELPAC or who are newly identified this year will use Imagine Learning, a supplemental resource.	English learners	District Leadership Principal Teachers	Imagine Learning Platform	
8	Implement strategies for celebrating students who reclassify fluent English proficient (RFEP)	English learners	Principal Teachers		
9	Provide intervention in the area of math and/or reading during "Power Hour" model using Title One Funds.	School Wide	Principal Teachers		
10	Everyone A Reader - provide one to one reading support multiple times a week.	1st - 3rd grade	Principal Teacher Coordinator		

**Annual Review**

Will be completed as part of the 2024-25 Plan development.

Describe the overall implementation of the actions and the overall effectiveness to achieve the goal. Include any major differences in the intended implementation or budgeted expenditures. Describe any changes that will be made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis.

Destination 2028 -Site Planning  
Lever Two: Responsive and Caring Culture

LCAP Goal 2: Students will demonstrate compassion and empathy by engaging with a sense of purpose in a collaborative school community that embraces diversity and promotes meaningful relationships.

<b>Needs Assessment - Metrics</b>									
<b>Chronic Absenteeism</b> Performance Level	Baseline 2022 2023 Dashboard			2023-2024 Expected Outcome	<b>Suspension Rate</b> Performance Level	Baseline 2022-2023 Dashboard			2023-2024 Expected Outcome
		%	#				%	#	
Schoolwide	Medium	9.9%	30/303	At least -3.0%	Schoolwide	Medium	1.9%	6/309	M or D*
Asian	Low	4.5%	2/44	At least -0.5%	Asian	Medium	2.9%	1/46	M or D
Hispanic	High	13.7%	7/51	At least -3.0%	Hispanic	High	5.7%	2/35	At Least -.03
White	Medium	5.2%	17/177	At least -3.0%	White	Medium	1.1%	2/180	M or D
English Learners	Medium	8.3%	3/36	At least -3.0%	English Learners	Very Low	0%	0/37	M or D
Socioeconomically Disadvantaged	Very High	26.5%	9/34	At least -3.0%	Socioeconomically Disadvantaged	High	5.7%	2/35	M or D
Students with Disabilities	High	17.6%	6/34	At least -3.0%	Students with Disabilities	Medium	2.9%	1/34	At Least -.03
<b>Social-Emotional Survey</b> % of student at the healthy level on The SELweb survey	Baseline to be established in the 2023-2024 school year								

\*M or D: Maintain or Decrease Baseline

### **Needs Assessment - Analysis**

What are the schools strengths and opportunities for growth related to this goal? Review data provided and other available information to help inform the needs assessment

Del Mar Hills Academy has demonstrated significant strength in supporting students socially and emotionally. Our staff is responsive to our students' needs and works collectively to support our children. We are dedicated and focused on creating an inclusive learning environment where each student feels seen, valued, and celebrated. Our teachers, counselors, and support staff are always available to comfort, coach, and provide guidance to our students. Our staff communicates on a regular basis about the needs of our students and the strategies we are putting in place to support. Our staff has engaged in professional learning around Diversity, Equity, and Inclusion. We provided two parent nights during the 2022-2023 school year. Two more Diversity, Equity, and Inclusion parent nights are planned for the 2023-2024 school year. We are proud to be focused on being designated as a No Place for Hate school for the fourth year in a row. Our teachers are committed to teaching the Second Step curriculum, communicating to parents, and all staff focus on modeling and teaching about the 8 Keys of Excellence. After the SEL survey is administered, data will be reviewed by staff in order to best support the needs of our students. Our "Surf Families" program is focused on developing and strengthening relationships with students of various ages and backgrounds, building a sense of community across grade levels, and supporting students in learning to respect and accept each other's differences. The importance of regular school attendance will continue to be communicated to our parents. Reports of chronic absenteeism have been reported to PTA, School Site Council, and ELAC.

LCAP Goal 2: Students will demonstrate compassion and empathy by engaging with a sense of purpose in a collaborative school community that embraces diversity and promotes meaningful relationships.

<b>Goal 2, Priority Actions</b>					
<b>Action #</b>	<b>Action Description</b>	<b>Students Served</b>	<b>Who Leads?</b>	<b>Resources Needed?</b>	<b>Expenditure</b>
1	Support students' academic and social-emotional well-being through the collaboration of counselors and instructional staff as part of a multi-tiered system of support.	All Students	Principal Counselor		
2	Staff and parents will engage in an articulated learning sequence around diversity, equity and inclusion.	All Student	Principal District TOSA Site based Diversity, Equity, and Inclusion Team	Planning and collaboration time	
3	Maintain No Place for Hate status by completing all required activities	All students	Principal Teachers	Planning and collaboration time	
4	Use Second Step Curriculum consistently across all grade levels	All student s	Principal Teachers	Planning and collaboration time	
5	Administer xSEL survey to all students, Grades K-6 twice each year. Establish baseline for K-6 administration in order to use results to determine student needs and guide instructional decisions for social-emotional learning	All students	Principal Counselor District Instruction Service Staff	Survey  Planning and collaboration time	

6	Communicate the importance of regular attendance to all families	All students	Principal Teachers	Planning and collaboration time	
7	Principal and counselor to communicate and problem solve with familiar when students are identified as being chronically absent	All students	Principal Teachers	Planning and collaboration	
8	Our Learning Lab and one 4th grade classroom received the flexible furnishings for the 2023-2024 school year	Students	Teachers	Professional learning, planning, and collaboration	
9	Implementation of “Surf (School) Families” to achieve a culture of inclusion so each and every child feels seen, valued, and celebrated. We are focused on building and affirming a school environment that embodies a community where every staff member and every child is valued for their unique strengths and empowered as leaders.	All students	Principal Teachers	Planning and collaboration	

**Annual Review**

*Will be completed as part of the 2024-25 Plan development.*

Describe the overall implementation of the actions and the overall effectiveness to achieve the goal. Include any major differences in the intended implementation or budgeted expenditures. Describe any changes that will be made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis.

**Budget  
2023-2024**

<b>Allocation</b>	
School Site Improvement Funds	\$18,019.61
Title One	\$17,662.00

\* Includes \$ 8,272.61 from 2022-2023 carryover

<b>Budget Proposal</b>		
<b>Proposed Expenditure</b>	<b>SIP Funds Amount</b>	<b>Title One Funds</b>
<b>School Site Improvement Funds</b>	<b>\$18,019.61</b>	
Drama Club	<b>\$1500.00</b>	
Coordinator (LMS) for Everyone A Reader		
Teacher Observations & Release time for Planning		
Curriculum Resources		
SEL Learning Program Resources		
Teacher Planning for Surf Families		
School Site Release Time for Planning		
Assemblies, materials, resources for students and teachers		
Materials and resources to support teacher and student learning/ supplemental items		
Diversity, Equity, Inclusion to purchase materials & resources to support staff and family learning sessions		
Professional Learning Resources		
New Emergency Backpack Supplies		
<b>TOTAL</b>	<b>\$18,019.61</b>	
<b>Title One Funding</b>		<b>\$17,662.00</b>
Targeted intervention in reading and/or mathematics through "Power Hour" taught by teachers paid hourly during after school hours		
Social-Emotional Support - "Surf (School) Families" - staff and student resources		
Targeted intervention in the area of math and or reading during the school day (provided by a job share teacher on her non-work days.)		
Resources and materials to support intervention		
<b>TOTAL</b>		<b>\$17,662.00</b>



## SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the School Site Council. The current make-up of the council is as follows:

Names of Members	A			B
	Principal	Classroom Teacher	Other School Staff	Parent or Community Members
Andrea Sleet	x			
Jenna Ellis			x	
Andrew Van Horn		x		
Nicole Besaw		x		
Taylor O'Shea				x
Rachel Hale				x
Mary Hermes				x
Nimesh Shah				x
Numbers of members of each category	1	2	1	4
Total for each group (must be equal)	4			4

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section A.

## Recommendations and Assurances

The School Site Council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- The School Site Council is correctly constituted and was formed in accordance with district governing board policy and state law.
- The School Site Council reviewed its responsibilities under state law and district governing board policies.
- The School Site Council sought and considered all recommendations from the English language Advisory Committee when applicable.
- The School Site Council reviewed the content requirements for school plans of programs included in this School Plan for Student Achievement, and believes all such content requirements have been met.
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school plan is in alignment with the District's Local Control Accountability Plan (LCAP).

The School Site Council adopted this school plan and site strategic plan on 10/3/2023.

Attested:

Andrea Sleet

Typed name of school principal

Andrea Sleet

Signature of school principal

10/3/2023

Date

Rachel E. Hale

Typed name of SSC chairperson

Rachel E. Hale

Signature of SSC chairperson

10/03/2023

Date