Del Mar Union School District

Del Mar Hills Academy

Single Plan for Student Achievement

2021-2022

Date Approved by School Site Council: December 6, 2021

Date Approved by District Board of Trustees: December 15, 2021

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2019 National Blue Ribbon School
Our School Profile

At Del Mar Hills Academy, we believe it is our collective responsibility to prepare our students to become productive members of the global society. The vision of college readiness is central to what we believe for our SurfRiders and plays a significant role in our school culture. College readiness is not the expectation that all students will attend college; it is the belief we must prepare all students to have a full range of post-secondary education and training options available to them after high school. The skill set for a successful future mirrors the skill set required to gain entrance into college; and at the elementary school level, this vision translates to working toward ensuring that each student meets and/or exceeds proficiency of grade level standards, and demonstrates mastery of the skills that matter most – the ability to think and learn across disciplines, connect ideas, create new knowledge, and engage in breakthrough thinking. Some college readiness experiences at Del Mar Hills Academy include but are not limited to: adopting a four-year college or university in every classroom on campus; each month we connect our college-crazy spirit to the focus of our character education program; wearing college clothing to set the tone for academic learning; and building our "college knowledge" as we acquire interesting and fun facts about the colleges we've adopted across our campus.

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. 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 a Spanish Immersion Kindergarten and First Grade class. This is a new World Language district program, and we are excited to have this new learning experience for our youngest SurfRiders. Incoming kindergarten students throughout our district were offered this learning opportunity. This program supports our District Design 2022 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 enjoy 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.

District Design 2022

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.

Three 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**: Strong Academic Core and High-Quality Instruction
  The academic core is the foundation on which the school experience develops.   It grounds the work and ensures students develop essential skills and competencies. High-quality instruction identifies the research-based instructional elements that connect teacher actions with student performance.

- **Lever Two**: Mastery of Skills that Matter Most
  We are in a constant, unrelenting and exciting race to adapt and lead as we lay the groundwork for a promising future for our students. The skills that matter most require the ability to think and learn across disciplines, connect multiple ideas, create new knowledge, and engage in breakthrough thinking.

- **Lever Three:** Environment
  The physical environment of a school or classroom will influence how individuals interact, their behaviors, and their performance. It is the "third teacher." The physical space should inspire the work of groups and individuals.

Principles

- **Personalization**: Pedagogy, curriculum, and learning environments meet individual student's needs. The experience is tailored to learning preferences and the specific interests of specific learners.

- **Student Agency**: Agency is the capacity and propensity to take purposeful initiative. Students with agency do not respond passively to their circumstances; they seek meaning and act with purpose to achieve the conditions they desire in their own and others' lives. Student choice and ownership of learning are manifested in the learning environment, subject matter, learning approach, and/or pace. Students use mistakes and setbacks as opportunities to grow. Research-based approaches connect teacher actions with student performance.

- **Design Thinking**: Design Thinking is a set of skills that prepares students to solve large, complex, cross-curricular, real-world problems by teaching them effective ways of learning and collaborating. It uses a process, made up of discrete stages, for creating innovative solutions. Students develop skills to solve problems confidently and creatively. Design Thinking draws upon logic, imagination, intuition, and systemic reasoning, to explore possibilities of what could be - and to create desired outcomes that benefit the end user (the customer).

- **Collaboration**: Rather than competing to come up with a good idea, teams work collaboratively to gather information, synthesize, generate ideas, test, and iterate. Teams learn to share their thinking, get feedback, build on, and ultimately hold their own ideas loosely so as to be open to new ideas. Working with others allows students to tackle more complex problems, navigate team dynamics, and develop self-awareness.

- **Cultural Intelligence**: The capability to relate and work effectively across cultures. A combination of the insights, competencies, attitudes, and behaviors that enable students to assess culturally diverse experiences accurately, in order to engage effectively with the world around them.

Strong Academic Core and High-Quality Instruction

The academic core is the foundation on which the school experience develops. It grounds our work and ensures students develop essential skills and competencies.

High quality instruction identifies the research-based instructional elements that connect teacher actions with student performance.

FROM (2017)	➡	TO (2022)
Professional learning has focused on understanding academic content standards in reading, writing, and mathematics. Understanding of how to teach the standards according to a developmental continuum at appropriate levels of rigor for each child is in the initial stages. Beginning stages of understanding the Standards for English Language Development and Next Generation Science.		Deep understanding of the standards includes content knowledge and progression along an articulated continuum. Lessons are designed with entry points for every student and embed opportunities for student choice while ensuring appropriate levels of rigor.
The use of standards as the foundation for lesson design continues to develop. There is limited lesson design with a cross curricular focus. Some lessons lack a clear connection to standards and appear to be activity-based rather than standards-based.		Meaningful learning experiences are grounded in standards and inspire students to engage with the content and apply learning to real world situations and/or new contexts. Students have ample opportunity to create and think critically.
Much instruction focuses on student work products rather than the process of thinking and learning. Classroom environments tend to reflect static displays of student work products. The process of learning and student thinking continues to increase in visibility throughout our classrooms.		Students have a deep understanding of subject matter through learning cognitive operations and key attributes of thinking for each operation. Students know how to carry out the thinking skills required when they initiate learning in response to inquiry, engage in meaningful tasks, and solve problems. There exists systematic, explicit attention to cognitive operations which results in deep understanding of subject matter.
All teachers have received an overview of the Essential Elements of Instruction. Some teachers have participated as lead teachers for the purpose of deeper learning around each of the elements. Intentional use of the elements in every classroom is developing.		Highly effective instructional practice is grounded in the intentional use of the Essential Elements of Instruction. The Essential Elements of Instruction are the instructional core: it's how we talk, it's what we do, it's universal; across the district.

FROM (2017)	➡	TO (2022)
All teachers have received an overview of the Essential Elements of Instruction. Some teachers have participated as lead teachers for the purpose of deeper learning around each of the elements. Intentional use of the elements in every classroom is developing.		Highly effective instructional practice is grounded in the intentional use of the Essential Elements of Instruction. The Essential Elements of Instruction are the instructional core: it's how we talk, it's what we do, it's universal; across the district.
Student learning is assessed according to traditional standardized tests, district benchmarks, classroom tests and quizzes, and one-size-fits-all projects and assignments. Student progress is reported using traditional report cards according to pre-established intervals. There is limited authentic feedback in the form of a narrative unique to each child's academic growth and social emotional development.		Student learning and assessment occurs routinely throughout the academic year according to a child's progress and growth along a developmental continuum. The progress is reported using a narrative, multiple examples of authentic student work that clearly illustrates growth, and current levels of performance toward mastery of academic standards and the skills that matter most. Standardized testing is used as one measure to ensure students continue to progress and perform at high levels.

The Skills that Matter Most

We are in a constant, unrelenting, and exciting race to adapt and lead as we lay the groundwork for a promising future for our students. The skills that matter most require the ability to think and learn across disciplines, connect multiple ideas, create new knowledge, and engage in breakthrough thinking.

FROM (2017)	➡	TO (2022)
Judgment, Ethics, Character Often seen as an intentional, deliberately taught program and not always part of the fabric and culture of the organization.		Students have deep personal understanding with strong emotional calibration, including empathy and compassion for others. Students are part of an inclusive environment that promotes respect for all while working collaboratively toward purposeful goals. Students embody a culture of openness to understanding and accepting differing perspectives and experiences.
Health, Well-being Physical health - Students engage in physical activity primarily with a P.E. teacher and a classroom teacher during a specific time, with limited understanding of how their physical well-being impacts every aspect of their lives. Social/emotional – Adults supervise and direct conflict resolution among students through school rules and school-wide discipline policies.		Students' school day is customized to meet the needs of each individual learner. Students are self-aware of their personal physical and social/emotional well being and have options available to make choices that promote their physical and mental health. Students are organized, resilient, resolve conflict, and respect others. School facilities are utilized beyond the typical school day to support physical well being of students and the community.
Leadership and Management Students' school experiences are currently planned and organized by the adults and manifest as structures and procedures for students to follow. Daily routines are driven by lists, schedules, and bells. There is limited evidence of student agency. Limited opportunities exist for students to make decisions and choices about their school experience. Students' opportunities for leadership are typically controlled by adults. Student accountability lies predominantly with the adults.		Student agency and leadership are cultivated throughout the school experience. Students actively participate in the planning and structure of their day. Students help create customized learning goals around clear, expected outcomes. Students have options available to choose where and how to engage in meaningful learning. Students demonstrate learning in a variety of formats suitable to a given project or task. Students engage and serve people, have opportunities to be entrepreneurial and practice ethical decision making.
FROM (2017)	➡	**TO (2022)**

Future Processes, Sustainability and Forecasting Limited application of knowledge and academic foundation to real world context. Student engagement with content is typically focused on acquisition of knowledge, rather than content knowledge that is made meaningful with relevant real world problems in which students gain deep understanding and seek solutions.		Students have diverse experiential learning opportunities which include seeking problems in real situations. Deep understanding of content knowledge comes to life via identifying and solving these meaningful, real world problems.
Employability Skills Few opportunities exist for students to experience problem seeking and problem solving in real world situations that involve teamwork, communication, human relations, critical thinking, and entrepreneurial dispositions, including mathematics and budget. Use of technology is mostly at the substitution level and we are at the beginning stages of intentionally using technology to further students' communication and collaboration skills.		Students have an understanding and first-hand knowledge of the world of work. Students routinely build upon their unique skills, passions and interests and are presented opportunities to connect with real world employers, corporations, and industries to experience problem seeking and solving in real world situations. Through these opportunities students develop the critical thinking, collaboration and creativity applicable to industry. Students have access to the "right tool for the right job" so that authentic learning, beyond the walls of the classroom, takes place. Students display agility, flexibility, and adaptability in selecting the right approach and/or tool for a given job.
Communication The use of authentic written communication for the purpose of expressing ideas and opinions is strong throughout the district. Verbal skills, written skills, and presentation skills are primarily completed in response to a teacher directed prompt or topic. Discourse is primarily around academic content with some opportunity to write and speak with voice about relevant, self-selected content. Limited opportunity exists for students to engage in civil discourse around current world issues with varying viewpoints.		Students determine and use the best modes of communication for the purpose of thoughtfully expressing ideas and opinions. Students understand the responsibility and impact of their contribution to the digital world. Students make wise and informed decisions when using multimedia and other non-traditional methods to communicate ideas and connect to the world around them. Students respectfully debate differing opinions around academic content, as well as relevant self-selected content. Students actively listen as an essential form of communication. Students seek and use feedback from multiple sources to determine their next steps in learning.

FROM (2017)	➡	TO (2022)
Global and International Knowledge +Skills Our schools and classrooms are a reflection of an international community. Diverse cultures and languages are assumed, rather than incorporated as part of what is intentionally taught. Limited study exists around diverse cultures and languages and the impact diversity plays in understanding the current global landscape.		Students use their understanding of different cultures to effectively communicate, collaborate, and interact with empathy. Students are exposed to multiple forms of language. Students gain knowledge and perspective by interaction with people and information both locally and globally.
Civic Knowledge, Skills, Disposition Students have some understanding of how laws are made and changed relative to a citizen's rights and responsibilities. Civic literacy often lacks a real world connection. Understanding and contemplation of contemporary issues is limited.		Students apply democratic processes to solve problems in their school and community. Students seek multiple viewpoints and facts to formulate their personal opinions. Students are engaged, contributing members of today's society.
Social and Behavioral Sciences Students have limited experiences that help develop an understanding of how historical context, economics, geography, and world affairs impact societal behaviors and trends.		Students examine societal structures and trends and the factors contributing to current conditions. Students contemplate how today's actions impact tomorrow. Students design solutions for the social challenges of today and tomorrow. Students have a working knowledge of civics, history, law, political science, economics, government, geography, and world affairs.
Computer Science/Literacy Multiple technology platforms and tools are used regularly by students. Limited real world opportunities exist for students to apply technology for the purpose of accessing and processing information, as well as enhancing research, efficiency, productivity, and quality of life. Opportunities do not yet exist that lead to the creation of new technologies.		Students are technologically literate and agile in their use of technology tools. Students access and process information, problem solve, and create new technologies. Students have the skills to determine the tool(s) needed to research, think critically, analyze, and create purposeful content.
Engineering and Architecture Attention to engineering is developing and is most often evidenced through Next Generation Science Standards. Students may lack understanding about how engineering activities are connected to foundational engineering concepts. Significance of engineering in the design and integrity of structures, machines, materials, and systems is developing.		Students fearlessly engage and collaborate in activities that are based on real-world technologies and problems. Students understand there is no single "right" answer in design, and can apply the iterative process. Students understand the significance of engineering in design and integrity of structures, machines, materials, and systems.

FROM (2017)	➡	TO (2022)
Economics and Personal Finance Limited opportunities exist for students to engage in authentic learning that develops an understanding of needs versus wants, affordability, value, interest, return on investment, and applied ethics.		Students demonstrate a clear understanding of economics and personal finance through the application of identified fundamentals of economics, including needs vs. wants, affordability, value, interest, return on investment, and applied ethics. Students apply these fundamentals to authentic learning opportunities and personal experiences.
Imagination, Creativity, Innovation Initial steps have been taken to develop students' ability and disciplines needed to imagine, create, invent, and innovate. Current systems, structures and beliefs often inhibit the habit of curiosity among students, in which each individual is encouraged to wonder and imagine how things can be improved or even reinvented. Questions are predominantly asked *of* students rather than *by* students.		Students excel in a setting where their personal genius has no bounds. Innovation, curiosity, imagination, and creativity continuously propel the students to question and take action. Students understand and apply the Design Thinking process and use it to seek out and solve problems that matter to them.
Thinking and Reasoning Opportunities for students to think critically and creatively are increasing. Learning through inquiry and complexity is limited and when present, may not be grounded in academic content. Limited opportunities for students to think philosophically, see things in context, and question current thinking.		Students will use thinking strategies across content areas to see relationships, think big, learn through inquiry, deal with complexity, as clarifying questions, think philosophically, see things in context, and question current thinking. Students will identify problems, think creatively and critically to solve the problem, and analyze the results in order to share with an audience. Student learning through increasingly complex inquiry is grounded in academic standards. Students use a shared set of success criteria to engage in and design inquiry experiences.
Knowledge Creation and Breakthrough Thinking Current systems, structures and beliefs support students' knowledge acquisition rather than knowledge creation. Current practices are in the initial stages of developing learning experiences in which students analyze, synthesize, and think across disciplines to discover new knowledge and new ideas.		Students actively use a variety of tools and experts to research issues, generate solutions, and share their new thinking with others. Students access and build on knowledge across content areas to address an issue or area of need. Students seek experts and resources to inform new learning and new ways of thinking about the issue or area of need. Students have opportunities to engineer new products, services, or solutions.

Environment

The physical environment of a school or classroom will influence how individuals interact, their behaviors, and their performance. It is the "third teacher." The physical space should inspire the work of groups and individuals.

FROM (2017)	➡	TO (2022)
Many school facilities are aged. Facilities are rigid and do not lend themselves to flexible use of space. Spaces are defined by fixed walls and furniture. Most students identify with a single place in the school. They have a desk and a classroom assigned to them. Specific learning takes place in a specific space. For example, learning about technology occurs in the technology lab and the library is a static single-purpose space used to read and check out books.		School facilities support student-centered learning, teacher collaboration, positive school climate, technology integration, flexible scheduling, and connection to the environment, community, and global network. Environments connect people with ideas and play an active role in promoting a rich collaborative culture. Students have access to a variety of environments for doing independent research, working on team projects, engaging in debates in social settings, and interacting via technology with peers and colleagues in other parts of the world.
School spaces serve single-use, narrowly defined functions. Rules establish student access to spaces according to defined schedules. Spaces provide limited options for learning tasks. Most spaces are closed off by walls and barriers, limiting access visually and physically.		School spaces are learning spaces; they are active and fully utilized to meet the learning needs of students. The spaces serve relevant purposes. Students actively engage with/within school spaces and have ready access in spaces throughout the school depending on the learning needs.
Classrooms are equipped with traditional desks and uncomfortable chairs. They are furnished according to a one-size-fits-all formula which includes desks, chairs, and a teacher desk. There is typically one focal point in the room where the teacher conducts the learning. Connectivity is limited and inconsistent. Current technology (i.e. large screen monitors, ipads, apple tv, chromecast) exists in some classrooms, primarily upper grade. There are eight Modern Learning Studios in two grade levels, one at each of two schools. The MLS rooms have flexible furnishings, support the seamless use of technology, provide a variety of workspace options, and are a reflection of student ownership.		Learning spaces have flexible furnishings, support the seamless use of technology, provide a variety of workspace options, and are a reflection of student ownership.

Del Mar Hills Academy School
i-Ready Scores EOY 2021*

Percent of Students Who Meet or Exceed Standards				
	Language Arts		Mathematics	
	Number Tested	Percent Meet and Exceed	Number Tested	Percent Meet and Exceed
Schoolwide	178	85%	178	73%
Asian	18	85%	18	89%
Hispanic	31	70%	34	64%
White	111	82%	111	72%
English Learners	13	69%	13	69%
Socioeconomically Disadvantaged	23	61%	23	48%

*i-Ready was administered in Lieu of the Smarter Balanced Assessment in alignment with Flexibility provided by the California Department of Education. Data generated from i-Ready analysis of how students in grades 3-6 were predicted to score on the Smarter Balanced Assessment.

ELPAC *Annual Assessment Scoring Levels*	2020-21	
	Number	Percent
Level 1: Beginning	0	0%
Level 2: Somewhat developed	5	22%
Level 3: Moderately Developed	9	39%
Level 4: Well Developed	9	39%

Design 2022 -Site Planning
Lever # 1: Strong Academic Core and High-Quality Instruction

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.

Priority Actions

Action #	Action Steps	Key Measure	Who Leads?	Resources Needed?	Start Date	End Date	Status
1	Continued professional learning in Creating Cultures of Thinking with Harvard Professor, Ron Ritchhart, Teachers will implement learned strategies with students	Professional learning agendas Classroom observations	District Leadership Principal Teachers	Substitutes	8/2021	6/2022	Ongoing
2	Implement school-based plans to provide academic tiered intervention based on targeted student need.	Professional learning agendas Meeting agendas Student data	District Leadership Principal	Substitutes Hourly Pay for extended teacher day	8/2021	6/2022	Ongoing
3	Continue differentiated training of all teachers in grades K-6 teachers to support a conceptually based mathematics program.	Professional learning agendas	District leadership Principal District Math TOSA	Substitutes	8/2021	6/2022	Ongoing
4	Refine the Implementation of i-Ready Learning Diagnostic and Learning Pathway- reading only (K-6)	iReady Diagnostic Assessment results	District Leadership Principal	iReady platform	8/2021	6/2022	Ongoing

5	Refine of Imagine Learning Literacy and Learning to supplement English language development instruction for English Learners at levels ELPAC levels one and two	Imagine Learning Benchmark assessment results	District Leadership Principal	Imagine Learning Platform	8/2021	6/2022	Ongoing
6	Essential Elements of Instruction: Provide differentiated learning opportunities for staff, based on experience in DMUSD, need, and assignment.	Professional learning agendas Classroom observations	District Leadership Principal	Substitutes Hourly pay for teacher extended day	8/2021	6/2022	Ongoing
7	Implement the Amplify Science program in all classrooms	Professional Learning agendas Classroom Observations	District Leadership Principal Teachers	Substitutes	8/2021	6/2022	Ongoing
8							

Design 2022 -Site Planning
Lever # 2: Mastery of Skills that Matter Most

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.

Priority Actions

Action #	Action Steps	Key Measure	Who Leads?	Resources Needed?	Start Date	End Date	Status
1	Inventory the consistent use of the Second Step curriculum at all grade levels. Based on Inventory, determine and implement next steps	Classroom observations Lesson plans	District leadership Principal Teachers	Second Step materials Planning and collaboration time	8/2021	6/2022	Ongoing
2	Implement school-based plans to provide socio-emotional tiered intervention based on targeted student need.	Professional learning agendas Meeting agendas Student data	District Leadership Principal	Substitutes Hourly Pay for extended teacher day	8/2021	6/2022	Ongoing
3	Maintain No Place for Hate status by completing all required activities		Principal NPFH Committee Teachers		8/2021	6/2022	Ongoing
5							
6							
7							
8							

Design 2022 -Site Planning
Lever # 3: Environment
Priority Actions

Action #	Key Measure	Action Steps	Who Leads?	Resources Needed?	Start Date	End Date	Status
1	Classroom observation Teacher reflection	Continue to support classroom environmental shifts to create flexible learning settings that provide personalization, opportunities for student agency, and visually represent the process of students thinking,	District Leadership Principal	Support from Facilities Department And Instructional Services	8/2021	6/2022	Ongoing
2	Classroom Observation Teacher Reflection	Facilitate classroom modernization _____ *This year we have two additional classrooms that have flexible furnishings. We now have 7 classrooms that have been modernized.*	District Leadership Principal Teachers	Support from Facilities Department and Instructional Services	8/2021	6/2022	Ongoing
3	Classroom observation Teacher Reflection	Identify, purchase, and maintain enhanced technology for classrooms to foster greater student collaboration, communication, and creativity	Principal Teachers	Chromebooks iPads Charging Carts Apple TV Televisions Chromecast Supplementary materials	8/2021	6/2022	Ongoing
4							
5							
6							
7							

Del Mar Hills Academy
Budget
2021 – 2022

Allocation	
School Site Improvement Funds	$9,012*
Title 1 Funds	$39,776

* Includes $631 20-21 carryover

Budget Proposal		
Proposed Expenditure	**SIP Funds**	**Title 1 Funds**
School Site Improvement Funds		
Teacher Collaboration and Planning (Classroom teachers; STEAM+ teachers)	**$7412**	
Academy Drama Club	**$1600**	
Title One Funds:		
Two Reading and Math Intervention Teachers Grades 2-5th (3 days a week/Instruction + Prep time)		
Math Power Hour Teachers		
Teacher Collaboration and planning for Multi-Tiered System of Supports		
TOTAL	$9,012	**$39, 776**

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 to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Andrea Sleet	X			
Taylor Singer		X		
Katherine Weidmann		X		
Stellie Quinn			X	
Rachel Chang				X
Simon Loli				X
Sandra Hoyle				X
Genevieve Goldstone				X
Numbers of members of each category	1	2	1	4
Total for each group (must be equal)		4		4

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered recommendations of all appropriate curriculum and program committees, including the English Learner Advisory Committee.

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. 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.

6. The school site council adopted this school plan and site strategic plan on:

Attested:

Andrea Sleet	Andrea Sleet	12/6/2021
Typed name of school principal	Signature of school principal	Date

Katherine Weidmann	Katherine Weidmann	12/6/2021
Typed name of SSC chairperson	Signature of SSC chairperson	Date