

Del Mar Union School District

Del Mar Heights School

School Plan for Student Achievement

2023-2024

Date Approved by School Site Council: October 5, 2023

Date Approved by District Board of Trustees:

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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 to state and federal requirements for schools identified for Additional Targeted Support (ATSI), with the district's Local Control Accountability Plan (LCAP), and the district's strategic plan, Destination 2028.

School Profile

Del Mar Heights School is a child-centered community based on academic excellence and social success. A small, safe, attractive learning environment composed of 300 students in kindergarten through sixth grade focused on meeting the individual needs and nurturing the talents of each child to assist them in reaching their potential. A shared vision of high expectations empowers students to consistently perform above the county average and exhibit exemplary interpersonal skills in preparation to become leaders in our global society. The diversity of the school community is celebrated where sixteen languages other than English are spoken.

The Del Mar Heights campus is currently undergoing a rebuild project; the district has divided the school onto two satellite school sites. The certificated staff consists of a principal, and 25 classroom teachers. Currently, there are 18 in person classroom teachers: Grades K-3 are housed on the Del Mar Hills Academy campus and grades 4-6 are housed on the Ocean Air campus. In addition, four STEAM+ specialist teachers offer instruction in physical education, science, arts & integration, and music. Spanish is also offered to our 6th grade classes twice a week. The special education staff includes two special day class teachers, one resource specialist teacher, one speech and language pathologist, and a school psychologist. Support staff includes an administrative assistant, office assistant, health technician, librarian, school plant manager, night custodian, and ten instructional assistants. This outstanding, dedicated staff diligently works together to provide support for each child and to promote excellence for the entire school program.

Del Mar Heights has fully credentialed, highly qualified, and caring teachers and support staff who consistently work together using a collaborative learning model. Staff members regularly attend professional development trainings and conferences to strengthen their teaching strategies. Teachers work in collaborative teams planning lessons together, analyzing the results of student assessments, and designing ways to differentiate instruction to meet the needs of individual students.

Shared decision-making is the norm at Del Mar Heights School. Staff members meet consistently, including biweekly certificated staff meetings and collaborative learning sessions and regular meetings with classified staff members. Del Mar Heights teachers develop and align curriculum in accordance with the state framework, curriculum standards, district policies, and student instructional needs. The School Site Council (SSC), composed of equal representation of parents and staff, meets throughout the year.

The active Parent Teacher Association (PTA) is integral in their support of the total school program.

Del Mar Heights focuses on creating programs and learning opportunities that honor the intellectual and social-emotional development of the whole child. Multi-faceted programs are designed to provide experiences in arts & integration, music, science, and physical education as extensions of the classroom. Classroom teachers work collaboratively with the science teacher and the Integration Specialist to offer inquiry-based lessons.

A primary strength of Del Mar Heights School is the support of parents and community members. Dedicated volunteers facilitate classroom learning, activities, and events. All classrooms use volunteers for a variety of support and instructional tasks. The PTA is an essential component of this volunteer effort. The PTA's annual sponsorship of activities and programs includes classroom mini grants, social-emotional curriculum, Heights Cares, Dads' Club, Welcome Back Breakfast, Talent Show, Community Art Show, Countdown to Summer Festival, technology-science-integrated arts grants, and staff appreciation activities. Due to COVID 19 many other PTA community events have been put on hold this school year. The thousands of hours of volunteer support provided by the PTA is crucial to the creation of the positive school atmosphere enjoyed at Del Mar Heights School.

Educational Partner Engagement

Del Mar Heights School 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 and School Site Council (SSC). 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/s:

SSC March 30, 2023

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 One: 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
Smarter Balanced Grades 3-6, English Language Arts Performance Level/ percent Meets and Exceeds	2022-23 Dashboard Performance Level	2023 SBA % Meets and Exceeds	# Students SBA		Smarter Balanced Grades 3-6, Mathematics Performance Level/ Percent Meets and Exceeds	2022-23 Dashboard Performance Level	2023 SBA % Meets and Exceeds	# Students SBA	
Schoolwide	Very High	87%	186	Increase by at least 1%	Schoolwide	Very High	89%	186	Increase by at least 1%
White	Very High	86%	126	Increase by at least 1%	White	Very High	87%	126	Increase by at least 1%

Metric	Baseline performance	2023-2024 Expected Outcomes
English Learner Performance Indicator (ELPI) % of English learners Students who have gained at least one level or maintained level 4	92%	Maintain or increase baseline
Reclassification Rate - % of English learners who have reclassified	13%	Maintain or increase baseline

*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 color on the California School Dashboard. Students in grades 3-6 are included.

Needs Assessment - Analysis

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.

Del Mar Heights Elementary School has demonstrated a significant strength in ensuring our students experience high quality instruction. Academic data consistently reflects our students performing at a high level. This is further supported by classroom observations where teaching strategies and differentiation are used to foster collaboration and critical thinking. Del Mar Heights School’s commitment to choice in professional learning opportunities is reflected in the collaborative spirit and classroom experiences and instruction. However, academic data, student feedback, and classroom observations suggest that we can build on our strengths by increasing student agency opportunities where students can experience educational opportunities to build on personal passions, interests, and strengths. In addition, teachers require support and professional learning opportunities in understanding the role of student agency in a modernized learning environment.

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.

Goal 1, Priority Actions					
Action #	Action Description	Student Group Served	Who Leads?	Resources Needed	Site-Based Expenditure
1	Implement and refine school-based systems to provide academic tiered intervention based on targeted student need.	All students	Principal MTSS Team All teachers	Collaboration Time	\$0
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	\$0
3	Support students’ academic success through the continued development and implementation of co-teaching.	All students	Principal Instructional Services Coordinator	Collaboration Time	\$0

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	\$0
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	\$1000
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	\$0
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	\$0
8	Implement strategies for celebrating students who reclassify fluent English proficient (RFEP)	English learners	Principal Teachers		\$500
9	Supplementary instructional materials such as Razz Kids, Scholastic, Time will be provided for individuals to continue to access material at an appropriate level	All students	Teachers principal	Razz Kids, Scholastic, Time	\$5,000
10	Invest in sensory items and social emotional materials to assist students with social emotional regulation	All Students	Special Education Team Principal	Materials	\$1,000
11	Supplementary PE equipment and technology (voice amplifiers)	All Students	PE Teacher Principal		\$2,175

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.

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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.

Needs Assessment - Metrics									
Chronic Absenteeism Performance Level	Baseline 2022 2023 Dashboard			2023-2024 Expected Outcome	Suspension Rate Performance Level	Baseline 2022-2023 Dashboard			2023-2024 Expected Outcome
		%	#				%	#	
Schoolwide	High	12.1%	41/346	At least -3.0%	Schoolwide	Very Low	0.3%	1/348	M or D*
Asian	High	10.4%	5/48	At least -3.0%	Asian	Very Low	0%	0	M or D
Hispanic	Very High	22.9%	8/35	At least -3.0%	Hispanic	Very Low	0%	0	M or D
Two or More Races	High	16.7%	6/36	At least -3.0%	Two or More Races	Very Low	0%	0	M or D
White	Medium	10%	22/219	At least -3.0%	White	Very Low	0.5%	1/220	M or D
Socioeconomically Disadvantaged	Very High	34.3%	12/35	At least -3.0%	Socioeconomically Disadvantaged	Very Low	0%	0	M or D
Students with Disabilities	Very High	28.3%	15/53	At least -3.0%	Students with Disabilities	Very Low	0%	0	M or D
Social-Emotional Survey % 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

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.

Del Mar Heights Elementary School has demonstrated a significant strength in embracing diversity and promoting meaningful relationships. Data from classroom observations, student, teacher, and community feedback reflect that learning opportunities focused on social emotional learning and diversity, equity, and inclusion are valued. The results of these learning opportunities and the school’s commitment to school being a place of equity and emotional safety are seen inside and outside classrooms. However, the attendance data and feedback from our SSC shows a need to continue to educate our school community on the importance of regular attendance and the opportunity for independent study when needed. Del Mar Heights has implemented an attendance team to gather attendance data and address the needs and barriers of individual students. In addition to educating our families on attendance, teachers require support in expanding their knowledge of maintaining a classroom environment that contributes to positive attendance.

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.

Goal 2, Priority Actions					
Action #	Action Description	Students Served	Who Leads?	Resources Needed?	Expenditure
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 MTSS Team	MTSS Team Hourly Pay	\$1,000

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	\$500
3	Maintain No Place for Hate status by completing all required activities	All students	Principal Teachers	Planning and collaboration time	\$0
4	Use Second Step Curriculum consistently across all grade levels	All students	Principal Teachers	Planning and collaboration time	\$0
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	\$0
6	Communicate the importance of regular attendance to all families	All students	Principal Teachers Attendance Team	Planning and collaboration time Principal Coffee	\$0
7	Principal and counselor to communicate and problem solve with families when students are identified as being chronically absent	All students	Principal Teachers Attendance Team	Planning and collaboration	\$0
8	Principal and teachers to communicate with families	All students	Principal Teachers	Planning and collaboration	\$0

	about Independent Study for planned absences longer than 5 days less than 20		Attendance Team		
9	Communicate counseling services to students and families	All Students	Principal Counselor		\$0
10	Staff will participate in modernization professional learning focused on environment	All students	Principal Teachers District Inservice Teams		\$1,175
11	Staff will participate in modernization professional learning focused on positive behavior interventions and support (calm corner, zones of regulation, positive reinforcement systems)	All students	Principal Teachers District Inservice Teams		\$0

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.

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**Budget
2023-2024**

Allocation	
School Site Improvement Funds	\$11,175

* Includes \$ _____ 22-23 carryover

Budget Proposal	
Proposed Expenditure	SIP Funds Amount
School Site Improvement Funds	111,175
TOTAL	111,175

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	A			B
	Principal	Classroom Teacher	Other School Staff	Parent or Community Members
Jenny Peirson/ Kristy Campisi	x			
Ali Catilus		x		
Gina Vargus		x		
Maricel Montano				x
Aunalori Honeycutt-Taylor				x
Catherine Nidosik				x
Michelle McGraw				x
Mohsani Hoveyda			x	
Numbers of members of each category				
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 10/10/2023.

Attested:

Principal Jennifer Peirson



10/10/2023

Typed name of school principal

Signature of school principal

Date

Mohsani Hoveyda



10/10/23

Typed name of SSC chairperson

Signature of SSC chairperson

Date