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# **Del Mar Union School District**

## **School Plan for Student Achievement**

### **2023-2024**

Date Approved by School Site Council:

Date Approved by District Board of Trustees:

Contact Person: Frankie Leivera  
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Telephone Number: 858-481-7418

## **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. The plan is updated annually and is aligned with state and federal requirements and with the districts Local Control Accountability Plan (LCAP) and the district's strategic plan, Destination 2028.

## **School Profile**

Carmel Del Mar School (CDM), home of the Dragons, and a 2021 National Blue Ribbon School, welcomes and educates neighborhood children from kindergarten through sixth grade. When CDM opened its doors to students in 1992, it was the first school east of Interstate 5 in the Del Mar Union School District. The members of our school community are proud of our longstanding tradition of providing educational excellence throughout the past twenty-eight school years. At CDM, 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 Dragon, and a student body that is motivated to learn and achieve.

This year, we enthusiastically opened our doors to 562 students in 24 classrooms. Kindergarten through third grade classrooms maintain a student to teacher ratio of 22:1, and fourth through sixth grade maintain a 25:1 student to teacher ratio based on district-wide decisions made to decrease class size in the upper grades this school year.

At CDM, our collective goal is to create a learning environment that is rigorous, innovative, inspiring, and nurturing as we work together to prepare students for success in a rapidly changing global society. We aspire to help each one of our students realize their individual potential through our challenging and differentiated academic program. Elements of Modern Learning Studios have been implemented in all second through sixth grade classrooms to realize the potential and effects an agile and innovative learning environment can have on student engagement, teaching and learning. Prototypes for updated Modern Learning Studios, in kindergarten, first, second and fourth grade are being piloted in four classrooms on the CDM campus this year.

In addition, we want each student to develop positive self-esteem, integrity, an appreciation of the arts, an interest in science, and an understanding of technology as an important tool in learning. Through our STEAM+ program, we offer STEAM education classes taught by credentialed specialists to our students in the areas of visual and performing arts, physical education, music, scientific investigation, and primary Spanish. We support the social and emotional wellbeing of students through lessons that teach invaluable skills that help them navigate their way through school, and the world beyond, via the use of the Second Step SEL Program. Additionally, we have a School Counselor who supports students struggling with social emotional concerns through direct and indirect services (i.e., individual consultation, group counseling to address specific topics, collaboration and consultation with parents and staff, etc.) This year, schoolwide, we continue to combat bullying and bias to stop the escalation of hate and create a more inclusive climate at CDM by actively participating in the No Place for Hate movement. We received our first No Place for Hate designation in the 2020-21 and 2021-22 school years and are excited to maintain this distinction in the current school year, and in years to come.

We believe that building relationships is critical to meaningful collaboration. To that end, we encourage the support and involvement of our families, community members, and business partners as we work together to meet the unique needs of each of our students. When all stakeholders feel they are valued members of the learning community, they develop a sense of ownership and efficacy that transforms teaching and learning. The entire CDM school community is committed to providing an enriched and balanced educational experience for all students. Our high-performing staff coupled with our strong parent partnerships, and students who are eager to learn makes CDM an outstanding place to educate children.

## 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>	Performance Level	2023 SBA % Meets and Exceeds	# Students SBA		<b>Smarter Balanced Grades 3-6, Mathematics Performance Level/ Percent Meets and Exceeds</b>	Performance Level	2023 SBA % Meets and Exceeds	# Students SBA	
Schoolwide	Very High	84%	339	Increase by at least 1%	Schoolwide	Very High	86%	339	Increase by at least 1%
Asian	Very High	94%	125	Increase by at least 1%	Asian	Very High	93%	125	Increase by at least 1%
Hispanic	Very High	71%	38	Increase at least 1%	Hispanic	Very High	71%	38	Increase by at least 1%
White	Very High	82%	142	Increase by at least 1%	White	Very High	88%	142	Increase by at least 1%
Socioeconomically Disadvantaged	Very High	62.5%	32	Increase by at least 1%	Socioeconomically Disadvantaged	Very High	69%	32	Increase by at least 1%
Special Education	Very High	50%	36	Increase By at least 1%	Special Education	Very High	56%	36	Increase by at least 1%

Metric	Baseline performance	2023-2024 Expected Outcomes
<b>English Learner Performance Indicator (ELPI) % of English learners Students who have gained at least one level or maintained level 4</b>	68%	Increase 2%
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 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.

Students performed well on state assessments in ELA, Math and Science. In local assessments, the majority of students are performing in the meeting or exceeding category in reading and math. We have an opportunity to target students learning English as a second language, students receiving Student Education Services and socioeconomically disadvantaged students.

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 need.	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					
10					
11					

**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 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>	Baseline 2022-2023 Dashboard			2023-2024 Expected Outcome	<b>Suspension Rate</b>	Baseline 2022-2023 Dashboard			2023-2024 Expected Outcome
		%	#				%	#	
Schoolwide	Medium	9.4%	59/636	At least -0.5%	Schoolwide	Low	0.6%	4	M or D*
Asian	Low	4.4%	11/248	At least -0.5%	Asian	Very Low	0%	0	M or D
Hispanic	High	18.1%	13/72	At least -3.0%	Hispanic	Medium	1.4%	1	At Least -.03
Two or More Races	Medium	6.5%	2/31	At least -0.5%	Two or More Races	High	3.1%	1	At Least -.03
White	High	11.9%	32/270	At least -0.5%	White	Low	0.7%	2	M or D
English Learners	Medium	7.5%	8/106	At least -0.5%	English Learners	Very Low	0.9%	1	M or D
Socioeconomically Disadvantaged	Very High	21.7%	13/60	At least -3.0%	Socioeconomically Disadvantaged	Very Low	0%	0	M or D
Students with Disabilities	High	15.7%	11/70	At least -3.0%	Students with Disabilities	Very Low	0%	0	M or D
<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

Staff and students lead conversations surrounding equity and inclusion through meaningful interactions, Second Step and the No Place for Hate program. The majority of students come to Carmel Del Mar School ready to learn. We have an opportunity to create and develop a common language that celebrates each student and promotes positive decision-making to help students navigate social interactions and all environments.

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	

**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 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**

<b>Allocation</b>	
School Site Improvement Funds	\$19,360

\* Includes \$ 5,194.77 22-23 carryover

<b>Budget Proposal</b>	
<b>Proposed Expenditure</b>	<b>SIP Funds Amount</b>
<b>School Site Improvement Funds</b>	
<p><b>SEL Learning Program Resources:</b> Support the purchase of resources/materials and release time for teachers to champion CDM's efforts to meet the social emotional learning needs of all students</p>	<b>\$2,000</b>
<p><b>No Place for Hate Resources:</b> Support the purchase of resources/materials and additional time for teachers to champion the school site efforts to continue our site certification as a No Place for Hate school.</p>	<b>\$4,000</b>
<p><b>Curriculum Resources and School Site Release Time:</b> These resources will provide time and relevant materials that support professional planning, learning, and collaboration for staff members as they continue to implement meaningful learning opportunities. These resources will enhance CDM's ability to provide innovative, interdisciplinary instruction for all students.</p>	<b>\$6,000</b>
<p><b>Diversity, Equity, &amp; Inclusion Professional Learning Supports:</b> These funds will support the purchase of materials, resources, such as diverse classroom libraries etc. for staff professional learning, as well as supports to facilitate family participation in Diversity, Equity, &amp; Inclusion learning sessions.</p>	<b>\$2,000</b>
<p><b>Flexible Furnishings/Technology for Learning Spaces:</b> Support the purchase of furnishings and technology to place in classroom learning areas to create flexible learning settings that provide personalization and opportunities for student agency in spaces across our campus.</p>	<b>\$10,554.77</b>
<b>TOTAL</b>	<b>\$24,554.77</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 to 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
Stephanie Lie				
Amy Yao				
Mary Abad				
Katie Staher				
Diana Holmes				
Leandra Kalt				
Katie Gomez				
Frankie Leivera				
Numbers of members of each category				
Total for each group (must be equal)				

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.
  - Provide support and collaboration time to educators to provide integrated English language development supports
- 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 \_\_\_\_\_.

Attested:

\_\_\_\_\_  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

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- The School Site Council sought and considered all recommendations from the English language Advisory Committee when applicable.
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- 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 October 19, 2023

Attested:

Frankie Livera  
Typed name of school principal

  
Signature of school principal

10/19/23  
Date

Stephanie Liz  
Typed name of SSC chairperson

  
Signature of SSC chairperson

10/19/23  
Date