Del Mar Union School District

Carmel Del Mar School

School Plan for Student Achievement 2026-2027

Date Approved by School Site Council: October 8, 2026

Date Approved by District Board of Trustees: November 4, 2026

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Purpose and Description

The School Plan for Student Achievement 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. Actions chosen for the plan reflect the needs identified through analyzing state and local data. The plan is updated annually and aligned with state and federal requirements, the district's 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 492 students in 23 classrooms. Kindergarten through third-grade classrooms maintain a student-to-teacher ratio of 22:1, and fourth through sixth-grade classrooms maintain a 25:1 student-to-teacher ratio based on district-wide decisions made to continue decreasing 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.

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 well-being 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 with social and 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 program. We received our first No Place for Hate designation in the 2020-21 school year and are excited to maintain this distinction in the current school year.

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, make CDM an outstanding place to educate children.

Educational Partner Engagement

Carmel Del Mar School seeks input from all our educational partners, including teachers, parents, and students, to ensure a robust learning environment and responsive school culture. Carmel Del Mar School engages parents and community members through regular PTA and School Site Council (SSC) 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. Feedback regarding The School Plan for Student Achievement was gathered during a regularly scheduled SSC meeting on October 8, 2026.

Destination 2028

Destination 2028! is a comprehensive strategic plan that 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:
The 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 & Lever 4: Design Influence

LCAP Goal 1: Cultivate a dynamic learning environment where students actively engage in personalized, inquiry-based learning experiences supported by research-based instructional practices, nurturing critical thinking, creativity, collaboration, and communication, ultimately leading to academic success and the effective application of knowledge in real-world contexts.

Needs Assessment - Metrics

Smarter Balanced Grades 3-6, English Language Arts Performance Level/ percent Meets and Exceeds

Student Group	2025-26 Dashboard Performance	Baseline 2025-26 Performance	# Students	2026-27 Expected Outcomes
Schoolwide	Blue	80.47%	338	Increase by at least 1%
Asian	Blue	84.93%	146	+1%
Hispanic	Blue	68.57%	35	+1%
Two or More Races	N/A	90.00%	20	+1%
White	Blue	78.74%	127	+1%
English Learners	Blue	29.79%	47	+1%
Students with Disabilities	Green	47.06%	34	+1%
Socioeconomically Disadvantaged	Blue	54.35%	46	+1%

Smarter Balanced Grades 3-6, Mathematics Performance Level/ Percent Meets and Exceeds

Student Group	2025-26 Dashboard Performance	Baseline 2025-26 Performance	# Students	2026-27 Expected Outcomes
Schoolwide	Blue	84.80%	342	Increase by at least 1%
Asian	Blue	92.67%	150	+1%
Hispanic	Blue	74.29%	35	+1%
Two or More Races	N/A	90.00%	20	+1%
White	Blue	79.53%	127	+1%
English Learners	Blue	65.38%	52	+1%
Students with Disabilities	Green	52.94%	34	+1%
Socioeconomically Disadvantaged	Blue	54.35%	46	+1%

Metric	2025-26 Dashboard Performance	Baseline 2025-26 Dashboard Performance	2026-27 Expected Outcomes	
English Learner Performance Indicator (ELPI) % of English learners Students who have gained at least one level or maintained level 4	Green/Very High Performance Level 34/42 students 81%	High Performance Level 25/49 students 51%	Maintain or increase by 1%	All 2025-26 Data is preliminary CAASPP Data is reported for student groups eleven or higher Dashboard Performance Levels are assigned to student groups of 30 and higher

Metric	Baseline 2025-26 Performance	2026-27 Expected Outcomes
Reclassification Rate	22.8% 23/101	Maintain or increase by 1%

Needs Assessment - Analysis

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

Carmel Del Mar continues to demonstrate strong overall academic achievement in English Language Arts (ELA) and Mathematics, with 80.47% of students meeting or exceeding standards in ELA and 84.80% in Mathematics on the 2025–26 Smarter Balanced Assessments. These results reflect a strong foundation of instructional practices, high expectations, and a schoolwide commitment to student learning. Students identifying as Two or More Races demonstrated notable growth in both ELA (+10 percentage points) and Mathematics (+13.08 percentage points).

While overall achievement remains high, the data indicate opportunities for growth. Schoolwide performance declined by 5.56 percentage points in ELA and 3.60 percentage points in Mathematics compared to the previous year. Performance disparities are particularly evident among English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. In ELA, English Learners experienced a 22.21-percentage-point decline, Students with Disabilities declined by 16.10 points, and Socioeconomically Disadvantaged students declined by 22.57 points. Mathematics results also indicate a need for targeted support, particularly among Socioeconomically Disadvantaged students, whose performance declined by 25.65 percentage points. These results highlight the importance of examining instructional access, differentiation, and targeted intervention to ensure all students experience academic success. Given the relatively small size of some student groups, additional analysis of individual student progress and cohort differences will be important when interpreting these trends.

Carmel Del Mar has established a strong foundation of collaborative instructional practices through the Essential Elements of Instruction (EEI), Creating a Culture of Thinking (CoT), and the district's Portrait of a Learner (POL). Classroom observations and collaborative learning walks demonstrate that students are increasingly able to articulate learning objectives, engage in meaningful academic conversations, collaborate with peers, and make their thinking visible. Teachers have strengthened intentional modeling, scaffolding, and opportunities for active participation, while integrating POL competencies into instructional planning and student reflection. Continued professional learning, including purposeful planning with Amplify Science, has provided opportunities to strengthen instructional consistency and deepen student engagement across content areas.

Moving forward, opportunities for growth include strengthening the use of formative assessment and student performance data to identify learning needs, monitor progress, and adjust instruction. Particular attention will be given to ensuring English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students have equitable access to grade-level content through intentional scaffolding, explicit instruction, language development opportunities, and differentiated support. Additionally, deepening students' understanding of success criteria, providing actionable feedback, and developing students' ability to reflect on and monitor their own learning will remain priorities.

Through continued collaboration, data-informed instructional planning, and purposeful implementation of EEI, CoT, and POL, Carmel Del Mar will work to strengthen academic achievement and close performance gaps while maintaining high expectations for every student.

LCAP Goal 1: Cultivate a dynamic learning environment where students actively engage in personalized, inquiry-based learning experiences supported by research-based instructional practices, nurturing critical thinking, creativity, collaboration, and communication, ultimately leading to academic success and the effective application of knowledge in real-world contexts.

Goal 1, Priority Actions

Action #	Action Description	Student Group Served	Who Leads?	Resources Needed	Expenditure
1	Implement and refine school-based systems to monitor student performance and 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 Reading Intervention Teacher	
3	Provide Tier 2 Math Intervention for identified students.	All students	Principal District Leadership Math Intervention Teachers	District TOSAs	

Action #	Action Description	Student Group Served	Who Leads?	Resources Needed	Expenditure
4	Support students' academic success through the continued development and implementation of co-teaching.	All students	Principal Instructional Services Coordinator	Collaboration Time	
5	Teachers will continue to engage in differentiated professional learning opportunities based on experience in DMUSD, need, and Assignment centered on DMUSD Instructional Frameworks, Essential Elements of Instruction, and a Culture of Thinking	All students	District Leadership Principal	Substitutes	
6	Continue differentiated training of all K-6 teachers to support a conceptually based mathematics program. Site-based math leads will offer demonstration lessons, opportunities for peer observation, and serve as a point of contact for staff questions and collaboration.	All students	District Leadership Principal District TOSAs Teachers	Collaboration Time Substitutes	
7	All English Learners will use Imagine Learning, a supplemental digital resource. Teachers will use data to monitor progress in English language acquisition.	English learners	District Leadership Principal	Imagine Learning	
8	All K-6 Teachers will receive professional learning to support evidence-based practices in foundational skills instruction.	All students	District Leadership Principal Teachers Instructional Services	Substitutes	
9	Communicate revised assessment, grading, and reporting practices as well as our newly revised report cards to staff, students, and families	All students	District Leadership Principal Teachers	Collaboration Times	
10	Identify Staff/Resources to support English Learners (Newcomers).	English Learners	District Leaders Principal Teachers	SIP(Lottery Unrestricted) Support Staff SIP(Lottery Unrestricted) Resources/Materials	1,000 8,000
11	Begin a student buddy system for Newcomers to learn beginning language skills and how to use translation technologies.	English Learners	District Leaders Principal Teachers	SIP(Lottery Unrestricted) Support Staff	2,000
12	Support the purchase of furnishings and technology (to support Innovation Technology and Design Thinking) to place in learning areas to create flexible learning settings that provide personalization and opportunities for student agency in spaces across our campus.	All students	District Leaders Principal	SIP(Lottery Unrestricted) Materials and Supplies	15,291

Action #	Action Description	Student Group Served	Who Leads?	Resources Needed	Expenditure
	Provide materials and resources to support design thinking experiences that engage students in empathy, problem-solving, collaboration, and innovation				
13	Provide release time and instructional materials to support planning and implementation in reading, reading intervention, math, science, EL support (staff), Language Acquisition support resources, and Portrait of a Learner. Resources will support collaborative planning, meaningful learning experiences, interdisciplinary connections, and alignment between curriculum, POL competencies, student reflection, and goal setting.	All Students English Learners	Principal Teachers Support Staff	SIP(Lottery Unrestricted) Collaboration Time Materials and Supplies	15,000

Annual Review

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: Establish nurturing and inclusive learning environments that value diversity, cultivate empathy, foster relationships, and encourage individual talents to flourish.

Needs Assessment - Metrics									
Chronic Absenteeism Performance Level	2025-26 Dashboard Performance	Baseline 2025-26 Performance	# Students	2026-27 Expected Outcomes	**Suspension Rate** Performance Level	2025-26 Dashboard Performance	Baseline 2025-26 Performance	# Students	2026-27 Expected Outcomes
Schoolwide	Green	6.03%	23/546	Decrease by 1%	Schoolwide	Blue	0.55%	3/546	Maintain
Asian	Yellow	0.47%	1/213	Maintain	Asian	Blue	0	0	Maintain
Hispanic	Green	12.50%	7/56	Decrease by 0.5%	Hispanic	Blue	0	0	Maintain
Two or More Races	Orange	10.71%	6/56	Decrease by 0.5%	Two or More Races	Blue	0	0	Maintain
White	Green	8.53%	18/211	Decrease by 0.5%	White	Blue	0.47%	1/211	Maintain
English Learners	Orange	2.35%	2/85	Maintain	English Learners	Yellow	0	0	Maintain
Students with Disabilities	Green	14.29%	7/49	Decrease by 0.5%	Students with Disabilities	Green	4.08%	2/49	Maintain
Socioeconomically Disadvantaged	Yellow	15.00%	9/60	Decrease by 0.5%	Socioeconomically Disadvantaged	Orange	1.67%	1/60	Maintain

Metric	Grade Span	Spring 2026 Overall Insights	Metric	Grade Span	I feel safe	Rules are Fair	Teachers Care about me	Kids care about me	Teachers help me learn	Teachers encourage me
Social-Emotional Assessment % of students at or above average on The Insights Assessment	K-3	93%	Insights Student Climate Survey % of students at the agree level Spring	K-6	92%	80%	89%	74%	94%	94%
Expected Outcome Spring 2027	K-3	Maintain or increase by 1%	Expected outcome Spring 2027	K-3	Maintain or increase by 1%	Maintain or increase by 1%	Maintain or increase by 1%	Maintain or increase by 10%	Maintain or increase by 1%	Maintain or increase by 1%
	4-6	Maintain or increase by 1%		4-6	Maintain	Maintain	Maintain	Maintain	Maintain	Maintain

Needs Assessment - Analysis

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

Carmel Del Mar continues to foster a positive, supportive, and inclusive school environment where students feel connected to their school community. Schoolwide chronic absenteeism decreased from 6.41% in 2024–25 to 6.03% in 2025–26, reflecting continued progress in supporting student attendance and engagement. Notable improvements were observed among English Learners, whose chronic absenteeism rate decreased from 11.11% to 2.35%, and Asian students, whose rate decreased from 5.15% to 0.47%. These results represent important strengths and reflect ongoing efforts to promote school connectedness, communicate with families, and encourage consistent attendance.

Student perception survey results also highlight a strong foundation of positive school culture. In Spring 2026, 92% of students reported feeling safe at school, 94% indicated that teachers help them learn, and 94% reported feeling encouraged by their teachers. Additionally, 89% of students indicated that their teachers care about them. These findings reflect the positive relationships between students and staff and the school's commitment to creating nurturing learning environments where students feel supported academically and emotionally.

Despite these strengths, the data reveal opportunities to strengthen equitable experiences of belonging and engagement. Chronic absenteeism increased among several student groups, including Students with Disabilities (from 6.67% to 14.29%), Socioeconomically Disadvantaged students (from 6.67% to 15.00%), Hispanic students (from 8.70% to 12.50%), and students identifying as Two or More Races (from 5.00% to 10.71%). These trends highlight the need for a more targeted approach to understanding barriers to attendance, partnering with families, and providing individualized support. Because several student groups have relatively small populations, examining individual attendance patterns and underlying circumstances will be important to identify appropriate interventions.

Student perception data also identify peer relationships and fairness as opportunities for growth. While students generally report strong relationships with their teachers, 74% indicated that other students care about them, and 80% reported that school rules are fair. These findings suggest a need to further strengthen students' sense of belonging, positive peer interactions, and understanding of schoolwide expectations. Particular attention should be given to creating inclusive experiences during recess, unstructured times, and collaborative learning opportunities, while ensuring students have the skills and support needed to navigate social challenges, resolve conflicts, and develop positive relationships.

Carmel Del Mar has developed a strong foundation for this work through the implementation of Portrait of a Learner competencies, including Emotional Integrity, Adaptability, and Global Citizenship, alongside school wide efforts such as No Place for Hate, Second Step, counseling support, student leadership opportunities, and activities that foster connection and belonging. These efforts have supported the development of shared language around empathy, collaboration, respect, and responsibility.

Moving forward, Carmel Del Mar will continue to strengthen a responsive and caring school culture through intentional social-emotional learning, proactive relationship-building, consistent schoolwide expectations, and opportunities for student voice and leadership. Greater emphasis will be placed on monitoring attendance trends, identifying students who may benefit from additional support, and partnering with families to address barriers to regular attendance. Staff will also continue to create opportunities for students to practice POL competencies in authentic situations, develop positive peer relationships, and experience a strong sense of connection to their school community. Through these efforts, Carmel Del Mar will work to ensure that every student feels safe, valued, included, and empowered to succeed.

LCAP Goal 2: Establish nurturing and inclusive learning environments that value diversity, cultivate empathy, foster relationships, and encourage individual talents to flourish.

Goal 2, Priority Actions

Action #	Action Description	Student Group Served	Who Leads?	Resources Needed	Expenditure
1	Implement and refine school-based systems to monitor and support students' 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	Planning and collaboration time.	

Action #	Action Description	Student Group Served	Who Leads?	Resources Needed	Expenditure
2	Implement a scope and sequence for each grade level that includes both Second Step and Digital Citizenship lessons. Provide resources and tools for parents. Integrated developmentally appropriate AI LIneracy lessons to the scope and sequence	All Students	District Leadership Principal Teachers	Planning and collaboration time.	
3	Review Insights SEL and Climate survey results to determine student needs and guide instructional decisions for social-emotional learning.	All Students	Principal Teachers	Planning and collaboration time.	
4	Use the Synergy Chronic Absenteeism Report to monitor Student absences. The principal, counselor, health technician, teacher, and school nurse will collaborate with parents and students to identify and assist with resolving barriers to attending school regularly.	All Students	Principal Counselor Health Technician Teacher School Nurse	SIP(Lottery Unrestricted) Planning and collaboration time.	500
5	Recognize multilingual learners who are reclassified as English proficient	English Learners	Principal Teachers	Certificates	
6	Allocate additional staff hours and funding for materials and resources to support student clubs and structured opportunities that strengthen connection, belonging, and positive peer relationships. These opportunities may include interest-based clubs, student leadership experiences, conflict-resolution supports, and peer mediation activities. Funds may be used for supplies, curriculum, games, materials, and other resources that help staff create meaningful, engaging experiences for students. The goal is to increase students' sense of connection to school while strengthening communication, problem-solving, relationship-building, and conflict-resolution skills.	All students	Principal School Counselor Teachers	SIP(Lottery Unrestricted) Staff Hourly Funding	2,000
7	Implement design thinking experiences across grade levels to strengthen empathy, student connection, collaboration, and problem-solving. Students will identify authentic needs, consider multiple perspectives, and work together to design solutions, helping them build stronger relationships while applying Portrait of a Learner competencies in meaningful, real-world contexts.	All students	Principal Innovation Technologist School Counselor Teachers	SIP(Lottery Unrestricted) Materials and Supplies	5,000
8	To increase student engagement and connection to school, identify supports for students that are considered	Chronically Absent	Principal School Counselor	SIP(Lottery Unrestricted)	500

Action #	Action Description	Student Group Served	Who Leads?	Resources Needed	Expenditure
	chronically absent (identifying barriers and connect to community resources)		Health Technician	Collaboration Time	

Annual Review

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.

Carmel Del Mar School

Budget

2026-27

Allocation		
Funding Source	**Amount**	**Balance**
SIP(Lottery Unrestricted)	$49, 291.00	

GOAL 1

Action #	Resources Needed	Expenditure
1	Collaboration Time	
2	District Reading Intervention Teacher	
3	District TOSAs	
4	Collaboration Time	
5	Substitutes	
6	Collaboration Time Substitutes	
7	Imagine Learning	
8	Substitutes	
9	Collaboration Times	
10	SIP(Lottery Unrestricted) Support Staff SIP(Lottery Unrestricted) Resources/Materials	1,000 8,000
11	SIP(Lottery Unrestricted) Support Staff	2,000
12	SIP(Lottery Unrestricted) Materials and Supplies	15,291
13	SIP(Lottery Unrestricted) Collaboration Time Materials and Supplies	15,000

GOAL 2

Action #	Resources Needed	Expenditure
1	Planning and collaboration time.	
2	Planning and collaboration time.	
3	Planning and collaboration time.	
4	SIP(Lottery Unrestricted) Planning and collaboration time.	500
5	Certificates	
6	SIP(Lottery Unrestricted) Staff Hourly Funding	2,000
7	SIP(Lottery Unrestricted) Materials and Supplies	5,000
8	SIP(Lottery Unrestricted) Collaboration Time	500

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 Consolidated Application, by the school site council. The current makeup of the council is as follows:

	A			B
Names of Members	**Principal**	**Classroom Teacher**	**Other School Staff**	**Parent or Community Members**
Gaurav Agarwal				X
Emily Carminati				X
Lane Jorgensen				X
Jaya Shah				X
Charlene Bailey				X
Athanasia Solowczuk		X		
Cat Gilbert		X		
Kathryn Zachary		X		
Fernanda Wilmert			X	
Frankie Leivera	X			
Number of members of each category	1	3	1	5
Total for each group (must be equal)	10			

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 on 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 29, 2026.

Attested:

Frankie Leivera		10/8/26
Typed name of school principal	Signature of school principal	Date
Kathryn Zachary		10/8/26
Typed name of SSC chairperson	Signature of SSC chairperson	Date