

Del Mar Union School District

Del Mar Hills Academy

School Plan for Student Achievement

2025-2026

Date Approved by School Site Council: September 16, 2025

Date Approved by District Board of Trustees: October 8, 2025

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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



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

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

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

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

This year, we are proud to have Spanish Immersion classes in Kindergarten through Fifth Grade. We are so proud of our World Language district program, and we are excited to have this learning experience for our SurfRiders. Incoming Kindergarten students throughout our district were offered this learning opportunity. This program supports our Destination 2028! Lever One, which focuses on a strong academic core and high-quality instruction, 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 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 places 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 for every classroom and student on our campus. By providing access to and experience with state-of-the-art resources, our staff and students develop strong skills in the utilization of technology as a tool to acquire, understand, and disseminate information. Our SurfRiders appreciate a variety of opportunities to learn, think, create, innovate, and as a result, they genuinely experience the joy of learning during the time they spend at Del Mar Hills Academy.

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

Educational Partner Engagement

Del Mar Hills Academy seeks input from all our educational partners, including teachers, parents, and students, to ensure a robust learning environment and responsive school culture. Del Mar Hills Academy engages parents and community members through regular PTA and School Site Council 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 the following meetings: On September 16, 2025, the School Site Council reviewed the plan and input was gathered from the School Site Council. The plan was approved by the School Site Council on September 16, 2025. The plan will be reviewed by the School Site Council on Sept. 16, 2025.

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					Smarter Balanced Grades 3-6, Mathematics Performance Level/ Percent Meets and Exceeds				
Student Group	2024-25 Dashboard Performance	Baseline 2024-25 performance	# Students	2025-26 Expected Outcomes	Student Group	2024-25 Dashboard Performance	Baseline 2024-25 performance	# Students	2025-26 Expected Outcomes
Schoolwide	Green	78.13%	128	Increase by at least 1%	Schoolwide	Blue	82.17%	129	Increase by at least 1%
Asian	N/A	78.95%	19	Increase by at least 1%	Asian	N/A	80.00%	20	Increase by at least 1%
Hispanic	N/A	75.00%	24	Increase by at least 1%	Hispanic	N/A	66.67%	24	Increase by at least 1%
White	Green	76.39%	72	Increase by at least 1%	White	Blue	86.11%	72	Increase by at least 1%
English Learners	N/A	44.44%	9	Increase by at least 1%	English Learners	N/A	60.00%	10	Increase by at least 1%
Students with Disabilities	N/A	40.00%	10	Increase by at least 1%	Students with Disabilities	N/A	40.00%	10	Increase by at least 1%
Socioeconomically Disadvantaged	N/A	55.56%	9	Increase by at least 1%	Socioeconomically Disadvantaged	N/A	55.56%	9	Increase by at least 1%

Metric	2024-25 Dashboard Performance	Baseline 2024-25 Dashboard Performance	2025-26 Expected Outcomes
English Learner Performance Indicator (ELPI) % of English learners Students who have gained at least one level or maintained level 4	N/A Medium Performance Level 10/22 students 45.5%	Low Performance Level 5/14 students 36%	Increase baseline by 3%

Metric	Baseline 2024-25 Performance	2025-26 Expected Outcomes
Reclassification Rate	14.3% 3/21	Increase by 3%

<ul style="list-style-type: none"> All 2024-25 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 24-25 Dashboard Performance reflects 23-24 data

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.

Del Mar Hills Academy has demonstrated a significant strength in fostering an engaging, motivational, collaborative, and inclusive learning community at each grade level, which in turn fosters a learning environment where all students achieve academic growth and progress. Academic data consistently reflect students performing at secure or exceeding levels, which is further supported by classroom observations showing effective teaching strategies and instructional practices that support our students' academic and social-emotional needs. As a collective group of educators, we will continue to grow, develop, and refine our instructional practices and develop a Culture of Thinking to enhance the academic growth and success of our Del Mar Hills students. Our teachers will continue to analyze student data through summative and formative assessments in order to be responsive to the educational needs of our students. We will continue to implement Tier 2 interventions and collaborate closely with our Reading Intervention TOSA and Math Intervention TOSAs to support our students' academic needs.

Schoolwide at Del Mar Hills, the percentage of students who met or exceeded standard on the English Language Arts Smarter-Balanced Assessment increased by 3.13% from the 2023-2024 school year. Our Hispanic student group increased by 19% and our English Learner increased by 23%. The percentage of Socially Disadvantaged children achieving met or exceeded standard on the English Language Arts Smarter-Balanced Assessment grew by 8.5 percent, and students with disabilities increased by 5%. Our Asian and white student groups decreased in percentage by less than 1%.

Schoolwide at Del Mar Hills, the percentage of students who met or exceeded standard on the Mathematics Smarter-Balanced Assessment increased by 2.17% from the 2023-2024 school year. Our Hispanic student group increased by 2.67% and our English Learner increased by 4%. The percentage of Socially Disadvantaged children achieving met or exceeded standard on the Mathematics Smarter-Balanced Assessment grew by 5.56% percent, and students with disabilities increased by 11%. Our white student group increased by 5.11%. Our Asian groups decreased in percentage by 11%.

Our district's Portrait of a Learner competencies and progressions implementation will continue to be a focus at Del Mar Hills. Our teachers will collaborate to develop a shared language amongst our students, educators, and staff throughout our campus. Our Portrait of a Learner progressions will serve as a tool for purposeful and meaningful planning and student reflection about goals and progress.

Del Mar Hills educators are collaborative and demonstrate teamwork and commitment to providing learning experiences that are meaningful and inquiry-based to cultivate students who are problem solvers and critical thinkers. Our teachers continue to focus on strategies for incorporating learning opportunities based on students' interests and inquiry, which increases student motivation. Teachers engage in professional learning at both the district and school site level in our two frameworks, Essential Elements of Instruction and Creating a Culture of Thinking. These two frameworks provide meaningful learning opportunities and high-quality instruction, so our students reach their full potential and enjoy an extraordinary school experience.

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, teachers	Formative Assessments, iReady Math & ELA Assessment, District Designed Writing and Math Assessments, ESGI (Kindergarten), BPST(first grade), Reading Difficulties Risk Screener (K-2), Reading Assessments (BAS or EDL2 for SLIP) and DRA for English Classes	District Funded

2	Provide Tier 2 intervention in the area of reading for identified students.	All students	Instructional Services & Principal	UFLI Foundations (an explicit and systematic program that teaches students the foundational skills necessary for proficient reading)	District Funded
3	Support students' academic success through the continued development and implementation of co-teaching.	All students	Principal & Co-Teaching TOSA	Curriculum, Co-teaching professional learning, co-teaching planning time, co-teaching collaboration	District Funded
4	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 and continued learning using a cohort model.	All students	Instructional Services, Ron Ritchhart, Principal	Books - <u>Cultures of Thinking</u> , <u>Cultures of Thinking in Action</u> , <u>Making Thinking Visible</u> , and <u>The Power of Making Thinking Visible</u> , professional learning at the district and site level, teacher annual goals, and school-wide goals	District Funded School Site Funded
5	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	Instructional Services	CGI Research, Math Curriculum	District Funded
6	Essential Elements of Instruction: Provide differentiated learning opportunities for	All students	Instructional Services And Principal	Professional Learning at the District and Site level,	District Funded

	staff, based on experience in DMUSD, need, and assignment.			teacher annual goals, school-wide goals	
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	Instructional Services	Imagine Learning	District Funded
8	Provide ongoing professional development for teachers in modernizing classroom environments and instructional practices to promote student agency.	All Students	Instructional Service & Principal	Professional Learning at the District and Site level, teacher annual goals, school-wide goals	District Funded
9	All K-2 Teachers will receive professional learning to support the implementation of the Amplify mCLASS DIBELS assessment, including using data to inform instruction.	All Grade K - 2nd Grade Students	Instructional Services	Amplify mCLASS with DIBELS, citing its: <ul style="list-style-type: none"> • User-friendly interface • Reliable, research-based measures • Clear, actionable data reports 	District Funded
10	All 3-6 teachers will receive professional learning on morphology and vocabulary strategies to support the development of reading comprehension.	All Grade 3rd - 6th Grade Students	Instructional Services	Morphology and vocabulary strategies research	District Funded
11	Provide Tier 2 Math Intervention for identified students.	All students	Instructional Services & Principal	Cognitively Guided Instruction & Research, Math Curriculum	District Funded
12	Integrate the Portrait of a Learner progression into instructional planning to align learning objectives with competency outcomes, develop shared language, and promote student agency through student and teacher reflection and goal setting.	All Students	Principal & Instructional Services	Professional Learning at the District and Site level	District Funded

13	Everyone A Reader - provide one to one reading support multiple times a week focused on reading fluency and building a love of reading.	All Students	Library Media Specialist	Books and recording sheet to document student growth	School Site Funds \$300
14	Provide intervention in the area of math during "Power Hour" model and/or Lunch Math Club	Upper Grade Students	Principal and Teachers	Cognitively Guided Instruction Pedagogy & Math Curriculum	School Site Funds \$1,100
15	Supplementary instructional materials such as Razz Kids, Scholastic News, Time for Kids will be provided for individuals to continue to access supplemental reading material at an appropriate reading level	All Students	Teachers	Supplemental Reading Materials	PTA Funded
16	Ongoing professional learning and materials for Del Mar Hills Academy staff. These funds provide teachers with site release time to collaborate, plan, and observe. Materials and resources to support teacher and student learning/Supplemental items	All Students	Teachers	Substitutes	School Site Funds \$3,000

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.

Annual Review

Will be completed as part of the 2026-27 Plan development.

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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	2024-25 Dashboard Performance	Baseline 2024-25 performance	# Students	2025-26 Expected Outcome		Suspension Rate Performance Level	2024-25 Dashboard Performance	Baseline 2024-25 performance	# Students	2025-26 Expected Outcome
Schoolwide	Green	10.27%	23	At least -10 %		Schoolwide	Orange	2.23%	5	Maintain or decrease
Asian	Green	0%	0	Maintain		Asian	Orange	7.69%	2	Maintain or decrease
Hispanic	Green	14.58%	7	At least -10 %		Hispanic	Blue	0	0	Maintain
White	Green	6.09%	7	At least -10 %		Two or More	N/A	4%	1	Maintain or decrease
English Learners	Green	5.00%	1	Maintain or decrease		White	Yellow	1.74%	2	Maintain or decrease
Socioeconomically Disadvantaged	N/A	22.73%	5	At least -5%		English Learners	Orange	10%	2	Maintain or decrease
Students with Disabilities	N/A	25.00%	3	At least -0.5%		Socioeconomically Disadvantaged	Blue	4.55%	1	Maintain or decrease
						Students with Disabilities	Orange	16.67%	2	Maintain or decrease

Metric	Grade Span	Spring 2025 Overall Insights		Metric	Grade Span	I feel safe	Rules are Fair	Teachers Care about me	Kids care about me	Teachers help me learn	Teacher encourage me
Social-Emotional Assessment % of students at or above average on The Insights Assessment	K-3	95%		Insights Student Climate Survey % of students at the agree level Spring 2025	K-3	90%	76%	84%	76%	86%	93%
	4-6	85%			4-6	92%	85%	96%	79%	99%	97%
Expected Outcome Spring 2026	K-3	97%		Expected outcome Spring 2026	K-3	95%	80%	87%	85%	90%	95%
	4-6	90%			4-6	95%	87%	98%	85%	100%	99%

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.

Del Mar Hills Academy has demonstrated excellence in supporting students socially and emotionally. Our staff is incredibly student-centered. Our staff is focused on fostering a positive, nurturing, caring, and inclusive learning environment. It is important for every child to feel that Del Mar Hills is a place where they belong. Our staff is responsive to our students' needs and works collectively to support our children. We are dedicated and focused on creating an inclusive learning environment where each student feels seen, valued, and celebrated. Our teachers, counselors, and support staff are always available to comfort, coach, and provide guidance to our students. Data from our Insights Student Climate Survey supports that 90% or more of our students feel safe at Del Mar Hills. We feel that it is crucial for our students to feel this safety so they can learn and grow. 84% or more of students feel that their teachers care about them and help them learn. 93% or more students feel that their teacher encourages them. Data from classroom observations, student, teacher, and community feedback reflect the 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, emotional safety, and meaningful relationships are evident across the school campus.

Our staff communicates on a regular basis about the needs of our students and the strategies we are putting in place to support them. Our staff has engaged in professional learning aimed at ensuring every child receives equitable access to a quality education in order to develop their full academic and social potential and prepare children and adults to thrive in a diverse society. We are proud to be designated as a No Place for Hate school for the sixth year in a row. Our teachers are committed to teaching the Second Step curriculum, communicating with parents, and all staff focus on modeling and teaching about the 8 Keys of Excellence and our Portrait of a Learner competencies. After the SEL survey is administered, staff will review the data in order to best support the needs of our students. For the third year in a row, our "Surf Families" program is focused on developing and strengthening relationships with students of various ages and backgrounds, building a sense of community across grade levels, and supporting students in learning to respect and accept each other's differences.

While chronic absenteeism has improved at Del Mar Hills, we continue to focus on addressing chronic absenteeism by continuing to educate our school community on the importance of regular school attendance and the opportunity for parents to apply for independent study when needed. The importance of regular school attendance will continue to be communicated to our parents. Reports of chronic absenteeism are reported to our School Site Council. There is regular communication to the school community from the school principal and teachers about attendance. Del Mar Hills will continue to implement an attendance team to gather attendance data and address the needs and barriers of individual students. In addition to educating families on attendance, we are expanding teacher understanding and implementation of multi-tiered systems of support to further promote positive attendance.

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	Students 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, & Teachers	Lessons led by counselors	District funded
2	Implement a scope and sequence for each grade level that includes both Second Step and Digital Citizenship lessons.	All Students	Instructional Services, Principal, counselor, & teachers	Second Step Curriculum & Digital Citizenship lessons	District Funded
3	Maintain No Place for Hate status by completing all required activities.	All Students	Principal, teachers, and student committee	No Place for Hate Resources	District and site funded, PTA
4	Review Insights SEL and Climate survey results to determine student needs and guide instructional decisions for social-emotional learning.	All Students	Instructional Services, Principal, counselor, & teachers	Insights Survey	District Funded
5	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 affected	Principal	Synergy	\$0

6	Communicate the importance of regular attendance to all families	All Students	Principal & Teachers	Collaboration time	\$0
7	Principal and teachers to communicate with families about Independent Study for planned absences longer than 5 days and less than 14 days	All Students	Principal Teachers Attendance Team	Collaboration Time	\$0
8	Integrate the Portrait of a Learner progression into instructional planning to align learning objectives with competency outcomes, develop shared language, and promote student agency through student and teacher reflection and goal setting.	All students	Principal All staff	None	\$0
9	Continuation of “Surf (School) Families” to achieve a culture of inclusion so each and every child feels seen, valued, and celebrated. We are focused on building and affirming a school environment that embodies a community where every staff member and every child is valued for their unique strengths and empowered as leaders. These funds would also be used for SEL learning experiences.	All Students	Principal & Teachers	Teacher created lessons	School Site Funds \$210
10	Continuation of No Place for Hate to provide a safe and inclusive learning environment for all students and staff. Continue to nurture a learning				\$400

	environment where all children belong.				
11	Drama Club provides an exceptional arts experience for our 4th, 5th, 6th grade students. Drama Club provides an opportunity for students to dance, sing, and act in a dramatic performance. Upper grade students have the opportunity to learn staging, lighting, and sound production. Students learn to work together as a team and focus on supporting each other.	4th, 5th, & 6th Grade students	Music Specialist	Music Specialist	School Site Funds \$3,000
12	Performances and Talent Show provide the opportunity for students to showcase their talents and build an appreciation for Performing Arts. Performing together as a school and supporting each other during a Talent Show builds community in our school.	All Students	Music Specialist	Music Specialist	School Site Funds \$500
13	Communicate counseling services to students and families	All Students	Principal Counselor Teachers	Counselor resources	\$0

Annual Review

Will be completed as part of the 2026-27 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.



Del Mar Hills Academy
Budget
2025-26

Allocation	
School Site Improvement Funds *	\$8510.00

* Includes 24-25 carryover of \$71.00

Budget Proposal	
Proposed Expenditure	SIP Funds Amount
School Site Improvement Funds	
Everyone A Reader Program	\$300.00
Professional Learning Materials and resources to support teacher and student learning/Supplemental items	\$3,000.00
No Place for Hate Materials, Books, Assemblies	\$400.00
SEL Learning Program Resources/ "Surf Families" Resources	\$210.00
Visual and Performing Arts	\$3,500.00
After School Intervention	\$1,100.00
Total	\$8,510.00

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
Andrea Sleet	X			
Jen Patrick		X		
Ashlyn LeeChicas (Gray)		X		
Colleen Pratt		X		
Leslie Rodriguez			X	
Kristi Taddonio				X
Steven Seidman				X
Vanessa Wang				X
Hedieh Newth				X
Candace Chao				X
Number of members of each category	1	3	1	5
Total for each group, A and B (must be equal)	5			5

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 September 16, 2025.

Attested:

Andrea Sleet, Principal
Typed name of school principal


Signature of school principal

9/16/25
Date


Typed name of SSC chairperson
KRISTI TADDONIO


Signature of SSC chairperson

9/16/25
Date