Del Mar Union School District

Del Mar Heights School

School Plan for Student Achievement 2026-2027

Date Approved by School Site Council: September 17, 2026

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

Contact Person: Kate Daniel
Email Address: kdaniel@dmusd.org
Telephone Number: (858) 755-9367

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

Del Mar Heights School is a child-centered community based on academic excellence and social success. Our innovative campus serves approximately 300 students in kindergarten through sixth grade. Students are empowered to become leaders in our global society and have a positive impact on the world.

The Del Mar Heights campus reopened to students in the 2024 school year, after a community-funded rebuild project that spanned four years. The certificated staff consists of a principal and 19 teachers, including classroom teachers and STEAM teachers, as well as one counselor. The special education staff includes two special day class teachers, one resource specialist teacher, one speech and language pathologist, and a school psychologist. Support staff includes an administrative assistant, office assistant, health technician, library media specialist, school plant manager, two night custodians, and roughly ten instructional assistants. This outstanding, dedicated staff diligently works together to provide support for each child and to promote deep thinking and learning for the entire school program.

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

The active Parent Teacher Association (PTA) is an integral part of Del Mar Heights' total school program. A primary strength of Del Mar Heights School is the support of parents and community members. Dedicated volunteers help facilitate classroom learning and plan, organize, and execute community activities and events. All classrooms use volunteers for a variety of support and instructional tasks. The PTA is an essential component of this volunteer effort. The thousands of hours of volunteer support provided by the PTA are crucial to the sustainability of the positive school atmosphere enjoyed at Del Mar Heights School.

Educational Partner Engagement

Del Mar Heights School seeks input from all our educational partners, including teachers, parents, and students, to ensure a robust learning environment and responsive school culture. Del Mar Heights 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 September 17, 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	84.7%	183	Maintain
Asian	N/A	94.44%	18	Maintain
Hispanic	N/A	70.37%	27	Maintain
Two or More Races	N/A	100%	28	Maintain
White	Blue	83.02%	106	Maintain
English Learners	N/A	N/A	N/A	Maintain
Students with Disabilities	N/A	56.52%	23	Maintain
Socioeconomically Disadvantaged	N/A	70.83%	24	Maintain

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	81.97%	183	Maintain
Asian	N/A	94.44%	18	Maintain
Hispanic	N/A	62.96%	27	Maintain
Two or More Races	N/A	100%	28	Maintain
White	Blue	82.08%%	106	Maintain
English Learners	N/A	N/A	N/A	Maintain
Students with Disabilities	N/A	39.13%	23	Maintain
Socioeconomically Disadvantaged	N/A	54.17%	24	Maintain

Metric	2025-26 Dashboard Performance	Baseline 2025-26 Dashboard Performance	2026-27 Expected Outcomes	All 2025-26 Data is preliminary CAASPP Data is reported for student groups of eleven or higher Dashboard Performance Levels are assigned to student groups of 30 or higher
English Learner Performance Indicator (ELPI) % of English learners Students who have gained at least one level or maintained level 4	N/A	High Performance Level 4/7 students 57%	Maintain	

Metric	Baseline 2025-26 Performance	2026-27 Expected Outcomes
Reclassification Rate	9.0% 2/22	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.

Del Mar Heights School continues to maintain strong student achievement. Academic data reflect consistently strong performance, with schoolwide scores in both English Language Arts and Mathematics in the Blue Dashboard performance levels, indicating that the majority of students are meeting or exceeding grade-level expectations. Site observations support this data, showing evidence of strong collaboration and critical thinking opportunities throughout the campus.

While these results highlight considerable success, the data also identifies specific areas for growth. Subgroups, including Hispanic students, students with disabilities, and socioeconomically disadvantaged students, demonstrate lower performance levels in both English Language Arts and Mathematics, indicating a need for targeted intervention and support. Teachers will benefit from additional professional learning in reading and foundational literacy skills. Teachers will continue to support students as active participants in their learning. By refining intervention systems, providing differentiated professional learning, and intentionally integrating the Portrait of a Learner competencies, Del Mar Heights is well-positioned to maintain its high academic performance while strategically closing achievement gaps for all student groups.

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		
2	Provide Tier 2 intervention in the area of reading for identified students	All students	Principal District Leadership Reading Intervention Teacher		
3	Provide Tier 2 Math Intervention for identified students.	All students	Principal District Leadership Math Intervention Teacher		
4	Support students' academic success through the continued development and implementation of co-teaching.	All students	Principal Teachers		
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		
6	Continue differentiated training of all K-6 teachers to support a conceptually based mathematics program. Site-based math leads will offer demonstration lessons,	All students	District Leadership Principal Teachers		

Action #	Action Description	Student Group Served	Who Leads?	Resources Needed	Expenditure
	opportunities for peer observation, and serve as a point of contact for staff questions and collaboration.				
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 Teachers		
8	Provide ongoing professional development for teachers in modernizing classroom environments and instructional practices to promote student agency.	All students	District Leadership Principal		
9	All K-6 Teachers will receive professional learning to support evidence-based practices in foundational skills instruction.	All students	District Leadership Principal Teachers		
10	Provide collaboration time for teachers to design instruction based on professional learning experiences and DMUSD instructional frameworks.	All students	Principal Teachers	SIP(Lottery Unrestricted) Collaboration time	9047
11	Purchase supplemental materials to support teacher implementation of DMUSD instructional frameworks.	All students	Principal Teachers	SIP(Lottery Unrestricted) Supplemental instructional materials	5600
12	Purchase supplemental materials and provide collaboration time for teachers and students to use outdoor learning spaces.	All students	Principal Teachers	SIP(Lottery Unrestricted) Supplemental materials & collaboration time	6000

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	7.89%	24/304	Decrease 1%	Schoolwide	Orange	.66%	2/304	Maintain
Asian	Green	8.82%	3/34	Decrease 1%	Asian	Orange	5.9%	2/34	Maintain
Hispanic	Green	10.00%	4/40	Decrease 2%	Hispanic	Blue	0	0	Maintain
Two or More Races	N/A	0	0	Maintain	Two or More Races	N/A	0	0	Maintain
White	Orange	8.62%	15/174	Decrease 1%	White	Orange	0	0	Maintain
English Learners	N/A	16.67%	2/12	Decrease 1%	English Learners	N/A	8.3%	1/12	Maintain
Students with Disabilities	Yellow	23.40%	11/47	Decrease 2%	Students with Disabilities	Blue	2.12%	1/47	Maintain
Socioeconomically Disadvantaged	Orange	13.79%	4/29	Decrease 1%	Socioeconomically Disadvantaged	Yellow	0	0	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	90%	81%	93%	76%	93%	92%
Expected Outcome Spring 2027	K-3	Maintain	Expected outcome Spring 2027	K-3	Maintain	Maintain	Maintain	Increase 5%	Maintain	Maintain
	4-6	Maintain		4-6	Maintain	Maintain	Maintain	Increase	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.

Del Mar Heights School continues to pride itself on fostering a caring and inclusive learning environment where all students feel a sense of belonging. Data from student climate surveys and social-emotional assessments reflect that students feel safe and supported by teachers. Moving forward, Del Mar Heights will continue to address areas of growth, including perceptions of fairness and peer relationships, while responding proactively to chronic absenteeism and suspension rates. Teachers will remain focused on building inclusive classroom communities and connections with students schoolwide that promote safety, student wellbeing, and consistent 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	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	SIP(Lottery Unrestricted) Collaboration time	8000
2	Implement a scope and sequence for each grade level that includes both Second Step and Digital Citizenship lessons. Integrate developmentally appropriate AI Literacy lessons to the scope and sequence. Provide resources and tools for parents.	All Students	Principal	SIP(Lottery Unrestricted) Collaboration time	2500
3	Review Insights SEL and Climate survey results to determine student needs and guide instructional decisions for social-emotional learning.	All Students	Principal Counselors Teachers	Collaboration	0
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	Collaboration	0
5	Recognize multilingual learners who are reclassified as English proficient	English learners	Principal	Collaboration	0
6	Provide collaboration time and materials to support student-led clubs and opportunities to build community and student leadership.	All students	Principal Counselor Teachers	SIP(Lottery Unrestricted) Materials and Collaboration Time	7000

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.

Del Mar Heights School

Budget

2026-27

Allocation		
Funding Source	**Amount**	**Balance**
SIP(Lottery Unrestricted)	38147.00	0.00

GOAL 1

Action #	Resources Needed	Expenditure
10	SIP(Lottery Unrestricted) Collaboration time	9047
11	SIP(Lottery Unrestricted) Supplemental instructional materials	5600
12	SIP(Lottery Unrestricted) Supplemental materials & collaboration time	6000

GOAL 2

Action #	Resources Needed	Expenditure
1	SIP(Lottery Unrestricted) Collaboration time	8000
2	SIP(Lottery Unrestricted) Collaboration time	2500
3	Collaboration	0
4	Collaboration	0
5	Collaboration	0
6	SIP(Lottery Unrestricted) Materials and Collaboration Time	7000

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**
Kate Daniel	X			
Andrew Smith		X		
Stefani Mazepa		X		
Kelly Vietro		X		
Tricia Dixon				X
Robin Alvarez				X
Ashley Gross				X
Samantha O'Connell			X	
Amy Sacks				X
Lauren Jones				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:

Kate Daniel		9/17/2026
Typed name of school principal	Signature of school principal	Date
Andrew Smith		9/17/2026
Typed name of SSC chairperson	Signature of SSC chairperson	Date