Del Mar Union School District

Del Mar Hills Academy

School Plan for Student Achievement 2026-2027

Date Approved by School Site Council: October 6, 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

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 over 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 Sixth 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 October 6, 2026 the School Site Council reviewed the plan and input was gathered. The plan was approved by the School Site Council.

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	86.11%	144	Increase by at least 1%
Asian	N/A	86.96%	23	Increase by at least 1%
Hispanic	N/A	85.71%	21	Increase by at least 1%
Two or More Races	N/A	95.45%	22	Increase by at least 1%
White	Blue	82.89%	76	Increase by at least 1%
English Learners	N/A	55.56%	9	Increase by at least 1%
Students with Disabilities	N/A	44.44%	9	Increase by at least 1%
Socioeconomically Disadvantaged	N/A	N/A	N/A	

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	88.81%	143	Increase by at least 1%
Asian	N/A	100%	23	Increase by at least 1%
Hispanic	N/A	80.00%	20	Increase by at least 1%
Two or More Races	N/A	95.45%	22	Increase by at least 1%
White	Blue	85.53%	76	Increase by at least 1%
English Learners	N/A	66.67%	9	Increase by at least 1%
Students with Disabilities	N/A	44.44%	9	Increase by at least 1%
Socioeconomically Disadvantaged	N/A	N/A	N/A	Increase by at least 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	Low Performance Level 5/14 students 35.7%	High Performance Level 5/12 students 41%	15% Increase	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	10% 2/20	by 15%

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, Math Intervention TOSAs, and our sixth grade FLES (Foreign Language in Elementary School) Spanish Teacher 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 almost 8% from the 2024-2025 school year even though the number of students tested increased by 16. In 2024-2025 the number of students tested was 128 and in 2025-2026 the number of students tested was 144. Our Hispanic student group increased by 10.71%, Asian student group increased by 8%, and our White student group increased by 6.5%. Our English Learner student group increased by 11.12%.

Schoolwide at Del Mar Hills, the percentage of students who met or exceeded standard on the Mathematics Smarter-Balanced Assessment increased by 6.64% from the 2024-2025 school year. In 2024-2025 the number of students tested was 129 and in 2025-2026 the number of students tested was 143. Our Hispanic student group increased by 13.33% and our English Learner student group increased by 6.67%. Our Asian student group went from 80% meeting or exceeding standard on the Smarter Balanced Assessment to 100%. Our White student group decreased by 0.58%.

While our Students with Disabilities cohort represents a small sample size, performance data reflected positive growth (+4.44%). Percentage changes in small student groups can be significantly impacted by the performance of individual students.

To ensure every student makes continuous progress, our educators regularly utilize responsive teaching practices informed by student data. Rather than viewing mastery as a static endpoint, our team focuses on individual student growth by monitoring and analyzing formative check-ins alongside schoolwide assessments. Teachers collaborate to identify specific student needs, differentiate Tier 1 classroom instruction, and provide targeted Tier 2 interventions. This adaptive approach ensures that instruction meets students where they are, offering both intentional scaffolded support for developing learners and enriching challenges for those ready to extend their thinking.

Our district's Portrait of a Learner competencies and progressions continue to be a primary focus at Del Mar Hills. Our teachers collaborate to develop a shared language amongst our students, educators, and staff throughout our campus. These progressions serve as a vital tool for purposeful planning and student self-reflection regarding goals and personal progress. Del Mar Hills educators demonstrate teamwork and commitment to providing learning experiences that are meaningful and inquiry-based to cultivate students who are problem solvers and critical thinkers. Teachers actively engage in professional learning at both the district and school site levels in our core frameworks, Essential Elements of Instruction and Creating a Culture of Thinking, ensuring our students reach their full potential and enjoy an extraordinary school experience.

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, teachers	District Funded 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	
2	Provide Tier 2 intervention in the area of reading for identified students.	All Students	Instructional Services & Principal	District Funded UFLI Foundations (an explicit and systematic program that teaches students the foundational skills necessary for proficient reading)	
3	Provide Tier 2 Math Intervention for identified students.	All Students	Instructional Services & Principal	District Funded Cognitively Guided Instruction & Research, Math Curriculum - Will be reviewed each trimester	
4	Support students' academic success through the continued development and implementation of co-	All Students	Principal & Co-Teaching TOSA	District Funded	

Action #	Action Description	Student Group Served	Who Leads?	Resources Needed	Expenditure
	teaching. Co-Teaching is taking place in 5th & 6th grade English classes at Del Mar Hills.			Curriculum, Co-teaching professional learning, co-teaching planning time, co-teaching collaboration	
5	Teachers will continue to engage in differentiated professional learning opportunities based on experience in DMUSD, need, and assignments centered on DMUSD Instructional Frameworks, Essential Elements of Instruction, and a Culture of Thinking	All Students	Instructional Services, Ron Ritchhart, Principal	District Funded	
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	Instructional Services	District Funded CGI Research, Math Curriculum	
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	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	District Funded	
9	All K-6 Teachers will receive professional learning to support evidence-based practices in foundational skills instruction.	All Grade K - 2nd Grade Students	Instructional Services	District Funded	
10	Provide intervention in the area of math during “Power Hour” model	Upper Grade Students	Principal & Teachers	SIP(Lottery Unrestricted) Cognitively Guided Instruction Pedagogy & Math Curriculum - Teacher support	1,500
11	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	SIP(Lottery Unrestricted) Teacher Release Time - Substitute Teacher	4,500

Action #	Action Description	Student Group Served	Who Leads?	Resources Needed	Expenditure
12	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	SIP(Lottery Unrestricted) LMS coordinates, books, and recording sheet to document student growth	300
13	Reading Intervention Support for our Spanish Immersion students. Priority is our Kindergarten - 2nd grade SLIP students	Spanish Immersion Students	6th Grade Spanish FLES Teacher & SLIP Teachers	District Funded	
14	In partnership with the San Diego County Office of Education (SDCOE), K–6 Spanish Immersion teachers will participate in targeted professional learning focused on research-based instructional strategies that accelerate students' bilingualism, biliteracy, and academic achievement. SLIP Teachers engage in monthly articulation collaboration.	Spanish Immersion Students	Kindergarten - 6th Grade SLIP Teachers	District Funded	

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	Yellow	4.55%	11/242	At least -20 %	Schoolwide	Green	.41%	1/242	Maintain or decrease
Asian	Blue	0%	0	maintain	Asian	Yellow	2.86%	1/35	Maintain or decrease
Hispanic	Orange	11.32%	6/53	At least -30 %	Hispanic	Green	0	0	Maintain
Two or More Races	Green	2.78%	1/36	Maintain or decrease	Two or More Races	Green	0	0	Maintain or decrease
White	Yellow	3.45%	4/116	Maintain or decrease	White	Green	0	0	Maintain or decrease
English Learners	N/A	0	0	Maintain	English Learners	N/A	0	0	Maintain or decrease
Students with Disabilities	N/A	7.14%	1/14	Maintain or decrease	Students with Disabilities	N/A	0	0	Maintain or decrease
Socioeconomically Disadvantaged	N/A	7.69%	1/13	Maintain or decrease	Socioeconomically Disadvantaged	N/A	0	0	Maintain or decrease

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	96%	Insights Student Climate Survey % of students at the agree level Spring	K-6	92%	83%	90%	80%	93%	95%
Expected Outcome Spring 2027	K-3	98%	Expected outcome Spring 2027	K-3	94%	85%	94%	82%	94%	96%
	4-6	96%		4-6	94%	85%	94%	82%	94%	96%

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' social-emotional well-being through a deeply student-centered staff dedicated to fostering a positive, nurturing, caring, and inclusive learning environment. Our staff works collectively to ensure that every child feels safe, accepted, seen, and valued. Data from our Insights Student Climate Survey strongly validates these efforts, showing that 92% of students feel safe at school, 90–93% feel their teachers care about them and support their learning, and 95% feel encouraged by their teachers. Classroom observations alongside student, teacher, and community feedback consistently reflect that our focus on social-emotional learning (SEL) and diversity, equity, and inclusion (DEI) is highly valued and evident across campus.

The Del Mar Hills teaching staff regularly collaborate to address student needs focused on equitable access and multi-tiered systems of support (MTSS). Our commitment is further demonstrated through six years as a designated No Place for Hate school, four years of our cross-grade "Surf Families" program, consistent implementation of the Second Step curriculum, and staff modeling of our Portrait of a Learner competencies.

Our school is dedicated to supporting the whole child through a comprehensive, multi-tiered counseling program led by a full-time school counselor. To foster a positive campus climate, Ms. Jones delivers Tier 1 social-emotional learning lessons to all students once per trimester, establishing a strong baseline for well-being across every classroom. This is in addition to the Tier 1 level of support our general education teachers provide to students. For students needing more tailored guidance, our school counselor provides Tier 2 lessons designed around the specific social, emotional, and behavioral needs of targeted student groups. Furthermore, our school counselor delivers individualized and small-group support to address specific student challenges, ensuring every learner receives the personal, targeted assistance needed to thrive academically, socially, and emotionally.
While chronic absenteeism has shown improvement, we continue to prioritize attendance by maintaining regular communication with families, expanding teacher understanding of MTSS attendance strategies, utilizing a dedicated attendance team to address student-specific barriers, and regularly reporting data to our School Site Council.

Despite our strong adult-to-student foundation, recent climate survey data revealed a key opportunity for growth: 20% of students report feeling that their peers do not care about them. To address this important need, teachers and staff will actively unpack peer connection with students, defining what showing care looks, sounds, and feels like, while intentionally noticing and naming acts of peer inclusion. Educators will also exercise greater oversight during collaborative learning to ensure intentional grouping and prevent students from feeling left out. To gather deeper qualitative insights, we will conduct student focus groups and leverage our School Culture Leadership Committee, which will collaborate with Andrea Sleet, school principal, to develop school-wide culture agreements integrating Second Step and our Portrait of a Learner framework. Guided by Ron Ritchhart's research on Mindset # 4 - students learn best when they feel known, valued, and respected by both adults and peers, the committee and staff will analyze upcoming SEL data to implement targeted support. To further enhance belonging and agency, Del Mar Hills will focus on cultivating new opportunities for student leadership, empowering students to take an active role in shaping a culture of acceptance and community. Additionally, establishing school-wide agreements for both staff and students will allow us to clearly define, model, and put into action the core values that shape the Del Mar Hills educational experience

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, & Teachers	District Funded	
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. Integrate developmentally appropriate AI Literacy lessons to the scope and sequence	All Students	Instructional Services, Principal, counselor, & teachers	District Funded	
3	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	District Funded	
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 affected	Principal	District Funded	0
5	Recognize multilingual learners who are reclassified as English proficient and students matriculating from the Spanish Language Immersion Program	English Learners	Teachers & Principal	District Funded	
6	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 & Teachers	District Funded	
7	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	SIP(Lottery Unrestricted) Materials & Resources for Surf Families	600
8	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	4th, 5th, & 6th Grade students	Music Specialist & 6th Grade Teacher	SIP(Lottery Unrestricted)	4,000

Action #	Action Description	Student Group Served	Who Leads?	Resources Needed	Expenditure
	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.			Salary for Music Teacher & Sixth Grade Teacher	
9	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	SIP(Lottery Unrestricted) Music Teacher	600
10	Materials and resources to support student social-emotional learning - supplemental items	All Student	School Counselor & Teachers	SIP(Lottery Unrestricted) Resources & Materials	2,147

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 Hills Academy

Budget

2026-27

Allocation		
Funding Source	**Amount**	**Balance**
SIP(Lottery Unrestricted)	13,647.00	0.00

GOAL 1

Action #	Resources Needed	Expenditure
1	District Funded 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	
2	District Funded UFLI Foundations (an explicit and systematic program that teaches students the foundational skills necessary for proficient reading)	
3	District Funded Cognitively Guided Instruction & Research, Math Curriculum - Will be reviewed each trimester	
4	District Funded Curriculum, Co-teaching professional learning, co-teaching planning time, co-teaching collaboration	
5	District Funded	
6	District Funded CGI Research, Math Curriculum	
7	District Funded	
8	District Funded	
9	District Funded	

Action #	Resources Needed	Expenditure
10	SIP(Lottery Unrestricted) Cognitively Guided Instruction Pedagogy & Math Curriculum - Teacher support	1,500
11	SIP(Lottery Unrestricted) Teacher Release Time - Substitute Teacher	4,500
12	SIP(Lottery Unrestricted) LMS coordinates, books, and recording sheet to document student growth	300
13	District Funded	
14	District Funded	

GOAL 2

Action #	Resources Needed	Expenditure
1	District Funded	
2	District Funded	
3	District Funded	
4	District Funded	0
5	District Funded	
6	District Funded	
7	SIP(Lottery Unrestricted) Materials & Resources for Surf Families	600
8	SIP(Lottery Unrestricted) Salary for Music Teacher & Sixth Grade Teacher	4,000
9	SIP(Lottery Unrestricted) Music Teacher	600
10	SIP(Lottery Unrestricted) Resources & Materials	2,147

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			
Jessica Jackson		X		
Artemisa Perucho -Green		X		
Colleen Pratt		X		
Gianna Spinali			X	
Selin Umruk				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 (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:

Andrea Sleet		10/06/26
Typed name of school principal	Signature of school principal	Date
Vanessa Wang		10/06/26
Typed name of SSC chairperson	Signature of SSC chairperson	Date