

Del Mar Union School District

Pacific Sky School

School Plan for Student Achievement

2023-2024

Date Approved by School Site Council: September 28, 2023

Date Approved by District Board of Trustees: October 25, 2023

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Purpose and Description

The School Plan for Student Achievement (SPSA) is a comprehensive document outlining the goals, strategies, and actions selected to support students in meeting academic expectations and ensuring their social emotional well-being. It is developed in collaboration with site administration, teachers and parents and reflects the needs identified through an analysis of state and local data and serves as the plan . The plan is updated annually and is aligned with the state and federal requirements for a Schoolwide Program supported by Title I funding, the districts Local Control Accountability Plan (LCAP), and the district's strategic plan, Destination 2028.

School Profile

Pacific Sky School, Del Mar Union School District's newest school, opened in September of 2022 to serve approximately 370 kindergarten through sixth grade students. The school's design reflects environments conducive to what today's students need to thrive in the school setting. The school makes use of natural light and has ample opportunities for students to learn both indoors and in outdoor learning spaces. Whimsical elements, such as cozy nooks for reading, comfortable spaces for students to gather, and slides that take you from one level to another are all part of what students will experience inside and outside this wonderful school.

Pacific Sky welcomes a diverse community of learners with over 17 different home languages represented. Our Kindergarten through third-grade classrooms maintains a student-to-teacher ratio of approximately 22:1 while fourth through sixth grade maintain a 25:1 ratio this school year. Through a commitment to social, emotional, and academic growth as well as a welcoming and inclusive school environment, Pacific Sky supports the development of the whole child. Everyone's strengths are nurtured and valued as contributing members of our community. Daily, students further develop critical thinking skills, curiosity, and strong written and oral communication expertise. We are committed to providing an innovative, relevant, and joyful educational program for all our students. Through our Second Step social-emotional curriculum, No Place for Hate activities, and lessons developed by our school counselor, students learn the social skills needed to make and maintain healthy relationships now and in the future. Our goal is for each child to realize their full potential.

Through our STEAM+ Program, robust and engaging instruction for students in the arts, science, physical education, and interdisciplinary learning occur on a weekly basis. Our credentialed STEAM+ teachers support our district's mission to educate the "whole" child by providing students with opportunities for hands-on activities, problem-solving, teamwork, and exposure to the arts and sciences beyond what is possible in the general education classroom.

We are particularly proud of our productive relationship with our dynamic and involved parental community. So many great aspects of our school rely on the continued support of parents. There is no doubt that Pacific Sky is thriving because of parental commitment and involvement. A school is as

strong as the partnerships between its community of parents, staff, and students. Pacific Sky is living proof of this!

Educational Partner Engagement

Pacific Sky school seeks input from all our educational partners, including teachers, parents, and students, to ensure a robust learning environment and responsive school culture. Our school engages parents and community members through regular PTA, School Site Council (SSC), and English Learner Advisory Committee (ELAC) 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. Specific feedback regarding SPSA was gathered during the following meeting:

School Site Council: September 28, 2023

Destination 2028

Destination 2028! is a comprehensive strategic plan which includes both the collective vision that articulates our community's aspirations for all of our students, and the set of priorities to inform how we focus our energy and resources in our schools to meet the needs of all students so our students are prepared to thrive in a complex and rapidly changing world.

Our Vision:

Unrelenting pursuit of the extraordinary school experience.

Our Mission:

To ignite genius and empower students to advance the world.

Belief Statement:

We must seize opportunities to revolutionize the traditional school system to better prepare today's students. A wise investment in time and resources will radically change and improve the school experience.

We believe:

The school experience is built upon a strong academic foundation within a safe, secure environment.

In the joy of learning.

In student choice and ownership of learning.

In the genius of each child.

In developing integrity, compassion, and empathy.

In developing grit, perseverance, and a passion for learning.

In empowering students to be thinkers and change makers.

In the power of curiosity.

In the power of team.

In taking risks and not settling.

Our students, as engaged citizens, will positively impact their community and the world.

PORTRAIT OF A LEARNER COMPETENCIES

Our Portrait of a Learner articulates our community's aspirations for all our students, identifying the skills, mindsets, and competencies that our students need for success in this rapidly changing world.



ADAPTABILITY

- Works effectively in a climate of uncertainty and changing priorities.
- Demonstrates agility in thoughts and actions.
- Responds productively to feedback, praise, setbacks, and criticism.
- Understands, negotiates, and balances diverse views and beliefs to reach workable solutions.
- Demonstrates flexibility when engaging in various roles and situations.



CRITICAL THINKING

- Improves the quality of one's own thinking by being inquisitive, curious, and reflective.
- Seeks out information, discerns between sources of varying quality, analyzes both sides of an argument, and proposes solutions.
- Applies thinking that is clear, rational, open-minded, and informed by evidence.
- Identifies, evaluates, and prioritizes solutions to difficult or complex situations.
- Implements and reflects critically on a solution.



GLOBAL CITIZEN

- Values and embraces diverse cultures and unique perspectives through mutual respect and open dialogue.
- Demonstrates personal, civic, social, local, and global responsibility through ethical and empathetic behaviors, and understands the local and global implications of civic decisions.
- Contributes and takes action to make the world a better place.



EMOTIONAL INTEGRITY

- Demonstrates awareness, sensitivity, concern, and respect to connect with others.
- Exhibits empathy, self-awareness, conflict resolution, confidence and the ability to learn from mistakes.
- Builds positive relationships, works collaboratively and makes decisions based on personal values and goals.
- Acts with empathy and compassion to make positive contributions to the world.



LEARNER'S MINDSET

- Embraces curiosity and eagerly explores the world around them.
- Possesses the desire to learn and confidently perseveres through new and/or challenging learning experiences.
- Finds and maximizes opportunities to actively listen and elicit diverse perspectives from others.
- Develops positive attitudes and beliefs about learning.
- Demonstrates agency and ownership over one's learning.



DEPTH OF KNOWLEDGE

- Develops and draws from integrated and connected knowledge across academic disciplines.
- Transfers knowledge in combination with new learning to deepen understanding, influence conclusions, and seek solutions.
- Applies content knowledge in routine and innovative ways in real-world situations.
- Acquires knowledge through the process of thinking deeply by applying internalized structures for organizing thinking.
- Articulates thoughts and ideas effectively for a range of purposes and audiences.



Four Levers

The Del Mar Union School District develops students' strengths, passions, and sense of purpose, and prepares them to serve a broader social, political, and economic community. Three levers identify the means or agency of achieving this end.

Lever One: Learning Experience

Every learner receives equitable access to a strong academic core and high-quality instruction so that students think and learn across disciplines, connect multiple ideas, create new knowledge, and engage in breakthrough thinking.

Lever Two: Responsive and Caring Culture

Individuals are respected and valued for their unique contributions and diverse perspectives. There exists a shared commitment to a culture of excellence grounded in empathy, compassion, and common purpose.

Lever Three: Stewardship of Resources

Human capital, fiscal resources, and facilities intentionally align in support of the extraordinary school experience.

Lever Four: Design Influence

Rich and meaningful learning occurs at the intersection of purposeful, engaging learning, innovative thinking, and a compelling curriculum. The physical environment across all learning spaces supports rich and meaningful learning by influencing how individuals interact, their behaviors, and their engagement in authentic personal and collective learning.

Destination 2028 -Site Planning

Lever # 1: Learning Experience and Lever Four: Design Influence

LCAP Goal 1: Students will experience high-quality standards-based learning applied to real-world context using multi-modal methods to create, communicate, and think critically. Students’ experiences will build upon their passions, interests, and strengths.

Needs Assessment - Metrics*									
Metric	Baseline 2022-2023 performance			2023-24 Expected Outcomes	Metric	Baseline 2022-2023 performance			2023-24 Expected Outcomes
Smarter Balanced Grades 3-6, English Language Arts Performance Level/ percent Meets and Exceeds	2022-23 Dashboard Performance Level	2023 SBA % Meets and Exceeds	# Students SBA		Smarter Balanced Grades 3-6, Mathematics Performance Level/ Percent Meets and Exceeds	2022-23 Dashboard Performance Level	2023 SBA % Meets and Exceeds	# Students SBA	
Schoolwide	Very High	87%	195	Maintain or Increase	Schoolwide	Very High	83%	195	Maintain or Increase
Asian	Very High	93%	109	Maintain or Increase	Asian	Very High	95%	109	Maintain or Increase
White	Very High	77%	44	Increase at least 1%	White	Very High	68%	44	Increase at least 1%

Metric	Baseline performance	2023-2024 Expected Outcomes
English Learner Performance Indicator (ELPI) % of English learners Students who have gained at least one level or maintained level 4	89%	Maintain or increase baseline
Reclassification Rate - % of English learners who have reclassified	16%	Maintain or increase baseline

*All SBA are preliminary. Official data will be released during the 2023-2024 school year. All performance level data reflects the 2022-23 California School Dashboard which are based on 2021-22 data. Student group must be at least 30 to receive a performance level. Students in grades 3-6 are included.

Needs Assessment - Analysis

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

Pacific Sky School has demonstrated significant strength in fostering a positive and inclusive learning environment. Academic data consistently reflects students performing at high levels, which is further supported by classroom observations showing well-implemented teaching strategies that cater to diverse learning styles. Additionally, the school's commitment to collaborative professional development has been evident through the strong sense of teamwork among educators. However, academic data suggests that our white students may benefit from more tailored instruction to address individual needs in the area of reading and math and to expand the use of differentiation strategies to ensure each students needs are met. In addition, data suggests that we need to closely monitor our English Language Learners and carefully consider reclassification.

LCAP Goal 1: Students will experience high-quality standards-based learning applied to real-world context using multi-modal methods to create, communicate, and think critically. Students’ experiences will build upon their passions, interests, and strengths.

Goal 1, Priority Actions					
Action #	Action Description	Student Group Served	Who Leads?	Resources Needed	Expenditure
1	Implement and refine school-based systems to provide academic tiered intervention based on targeted student need.	All students	Principal	Collaboration Time	
2	Provide Tier 2 intervention in the area of reading and math for identified students	All students	Principal District Leadership Reading Intervention Math Intervention Teacher	District Reading Intervention District Math Intervention Teacher	
3	Support students’ academic success through the continued development and implementation of co-teaching.	All students	Principal Instructional Services Coordinator	Collaboration Time	

4	Essential Elements of Instruction: Provide differentiated learning opportunities for staff, based on experience in DMUSD, need, and assignment.	All students	District Leadership Principal	Substitutes	
5	Creating a Culture of Thinking: Teachers will continue to engage in differentiated professional learning opportunities in a culture of thinking, including opportunities to participate in a fellows teacher leadership group as well as continued learning using a cohort model.	All students	District Leadership Principal Teachers	Substitutes	
6	Continue differentiated training of all teachers in grades K-6 teachers to support a conceptually based mathematics program. Provide topic options for teachers who have completed grade level training	All students	District leadership Principal District Math TOSA Teachers	Substitutes	
7	English Learners with a performance level of level 1 or 2 on the 2023 Summative ELPAC or who are newly identified sthis year will use Imagine Learning, a supplemental resource.	English learners	District Leadership Principal Teachers	Imagine Learning Platform	
8	Implement strategies for celebrating students who reclassify fluent English proficient (RFEP)	English learners	Principal Teachers		

Annual Review

Will be completed as part of the 2024-25 Plan development.

Describe the overall implementation of the actions and the overall effectiveness to achieve to achieve the goal. Include any major differences in the intended implementation or budgeted expenditures. Describe any changes that will be made to this goal, expected outcomes, metrics, or actions to acheive this goal as a result of this analysis.

Destination 2028 -Site Planning
 Lever Two: Responsive and Caring Culture

LCAP Goal 2: Students will demonstrate compassion and empathy by engaging with a sense of purpose in a collaborative school community that embraces diversity and promotes meaningful relationships.

Needs Assessment - Metrics									
Chronic Absenteeism Performance Level	Baseline 2022-2023 Dashboard performance			2023-2024 Expected Outcome	Suspension Rate Performance Level	Baseline 2022-2023 Dashboard performance			2023-2024 Expected Outcome
		%	#				%	#	
Schoolwide	N/A	N/A	N/A	TBD	Schoolwide	N/A	N/A	N/A	TBD
Asian	N/A	N/A	N/A	TBD	Asian	N/A	N/A	N/A	TBD
Hispanic	N/A	N/A	N/A	TBD	Hispanic	N/A	N/A	N/A	TBD
Two or More Races	N/A	N/A	N/A	TBD	Two or More Races	N/A	N/A	N/A	TBD
White	N/A	N/A	N/A	TBD	White	N/A	N/A	N/A	TBD
English Learners	N/A	N/A	N/A	TBD	English Learners	N/A	N/A	N/A	TBD
Students with Disabilities	N/A	N/A	N/A	TBD	Students with Disabilities	N/A	N/A	N/A	TBD
Low Socioeconomic Status				TBD	Low Socioeconomic Status	N/A	N/A	N/A	TBD
Social-Emotional Survey % of student at the healthy level on The SELweb survey	Baseline to be established in the 2023-2024 school year								

*M or D: Maintain or Decrease Baseline

Needs Assessment - Analysis

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

Pacific Sky School prides itself in fostering a positive and inclusive learning environment where students attend consistently. As Pacific Sky has only been open one year, and two years of data is required to establish state performance levels for chronic absenteeism and suspension rates, state performance levels will be established this year. During the year we will closely monitor this information to ensure we are responding appropriately to chronic absenteeism and suspension rates so that all our students consistently attend school in a safe and inclusive environment.

LCAP Goal 2: Students will demonstrate compassion and empathy by engaging with a sense of purpose in a collaborative school community that embraces diversity and promotes meaningful relationships.

Goal 2, Priority Actions					
Action #	Action Description	Students Served	Who Leads?	Resources Needed?	Expenditure
1	Support students' academic and social-emotional well-being through the collaboration of counselors and instructional staff as part of a multi-tiered system of support.	All Students	Principal Counselor		
2	Staff and parents will engage in an articulated learning sequence around diversity, equity and inclusion.	All Student	Principal District TOSA Site based Diversity, Equity, and Inclusion Team	Planning and collaboration time	
3	Maintain No Place for Hate status by completing all required activities	All students	Principal Teachers	Planning and collaboration time	
4	Use Second Step Curriculum consistently across all grade levels	All student s	Principal Teachers	Planning and collaboration time	

5	Administer xSEL survey to all students, Grades K-6 twice each year. Establish baseline for K-6 administration in order to use results to determine student needs and guide instructional decisions for social-emotional learning	All students	Principal Counselor District Instruction Service Staff	Survey Planning and collaboration time	
6	Communicate the importance of regular attendance to all families	All students	Principal Teachers	Planning and collaboration time	
7	Principal and counselor to communicate and problem solve with family when students are identified as being chronically absent	All students	Principal Teachers	Planning and collaboration	
8	Attend Mental Health Conference	All students	Principal Executive Director of Student Services Team of school psychologist and school counselors	Collaboration Time Conference Attendance	
9	Learning Environments - teachers continue to facilitate students understanding of how to use the environment to meet their individual needs	All students	Principal Teachers Instructional Services Staff	Planning and collaboration	

Annual Review

Will be completed as part of the 2024-25 Plan development.

Describe the overall implementation of the actions and the overall effectiveness to achieve to achieve the goal. Include any major differences in the intended implementation or budgeted expenditures. Describe any changes that will be made to this goal, expected outcomes, metrics, or actions to acheive this goal as a result of this analysis.

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**Budget
2023-2024**

Allocation	
School Site Improvement Funds	\$14,971.64
Title I Funds	\$27,964.20

* Includes \$2,712.64 22-23 carryover

Budget Proposal		
Proposed Expenditure	SIP Funds Amount	Title I Funds Amount
School Site Improvement Funds	\$14,971.64	\$27,964.20
Lever 1: Learning Experience Curriculum resources and teacher release time will provide time and relevant materials that support professional planning, learning, and collaboration for staff members as they continue to implement meaningful learning opportunities targeted to specific student need. These resources will enhance Pacific Sky's ability to provide innovative, interdisciplinary instruction for all students.	\$11,971.64	
Lever 2: Caring and Responsive Culture Educational resources to support the objectives related to No Place for Hate, Second Step, and school-wide supports led by our school counselor	\$1,500.00	
Lever 4: Design Influence Resources to support student collaboration, creativity, interdisciplinary learning opportunities	\$1,500.00	
Targeted Intervention (Personnel) These funds provide for the salary for personnel to support targeted intervention for students struggling to meet grade level standards in ELA		\$27,964.20
TOTAL	\$14,971.64	\$27,964.20

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 through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	A			B
	Principal	Classroom Teacher	Other School Staff	Parent or Community Members
Chelsea Moore	X			
Yvonne Rons			X	
Arah Allard		X		
Audrey Schengel		X		
Gina Cherashore				X
Linlin Yan				X
Rani Velusamy				X
Matthew Cheng				X
Numbers of members of each category	1	2	1	4
Total for each group (must be equal)	4			4

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 upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school plan is in alignment with the District's Local Control Accountability Plan (LCAP).

The School Site Council adopted this school plan and site strategic plan on September 28, 2023.

Attested:

____Chelsea Moore____
School principal / SSC chairperson


Signature

9.28.23
Date