

# **Del Mar Union School District**

## **Torrey Hills School**

### **School Plan for Student Achievement**

**2023-2024**

Date Approved by School Site Council: October 17, 2023

Date Approved by District Board of Trustees:

Contact Person: Abby Domingo

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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 to requirements for schools identified for Additional Targeted Support (ATSI), with the districts Local Control Accountability Plan (LCAP), and the district's strategic plan, Destination 2028.

## **School Profile**

Torrey Hills School opened its doors for students in August 2002. The beautiful campus is located amidst an expansive new home and business development. The student population for the 2023-2024 school year represents students from many different ethnic groups and home languages. The culturally and linguistically diverse setting supports an environment where students feel welcome and valued. At Torrey Hills, we are committed to creating a culture of thinking and a meaningful learning environment that maximizes the development of the whole child through academics and social-emotional wellness

Our school consists of students preschool aged through sixth grade. This year, there are 445 students in our Torrey Hills kindergarten-sixth grade community. Our Early Childhood Inclusion preschool program provides special education services through Individualized Education Plans (IEPs) to students aged 3-5 years old and includes community friends. Our Early Childhood Inclusion preschool currently services approximately 30 students.

The Torrey Hills community of educators is united in their purpose of meeting the needs of every child, every day. We strive to create an extraordinary school experience where students, staff, and parents enjoy coming every day. The majority of Torrey Hills' students enter school ready to learn and prepared for academic rigor, and the entire staff demonstrates a strong commitment to academic excellence. Student success is ensured through the application of rigorous academic standards, the use of standards-based curriculum and access to highly effective Professional Learning. The continuous improvement in student performance is the result of ongoing professional development and high-quality instruction provided every day for our students from our incredible staff.

At Torrey Hills, the entire school community is committed to providing an enriched, balanced educational experience for our students and igniting the personal genius within each child and empower them to advance our world. Our strong academic core and high-quality instruction prepare students in reading, writing, and mathematics, but we also believe it is important to provide opportunities for student learning to extend beyond "the basics". Students at Torrey Hills have opportunities to learn from STEAM+ Specialists in the arts, science, music, innovation, and physical education. These learning opportunities provide students with the opportunity to discover and develop strengths and talents that cross State Standards and integrate disciplines, as well as apply their learning to real world problem solving.

The Torrey Hills community is highly involved in the direction of the school. Expectations for success are clearly established in the school setting and supported by parents. Parents support our school in a variety of ways including volunteering in our classrooms and at school events. Parents also support our school community and culture by participating on a variety of leadership committees, providing community events, and through the financial support of the PTA and our Del Mar Schools Education Foundation.

Torrey Hills is a dynamic, fun, student-centered learning environment. It is evident to see that the staff, students, parents, and community members are committed to excellence and work to ensure we are providing a setting where students will thrive and develop socially, emotionally, and academically.

### **Educational Partner Engagement**

Torrey Hills 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/s: May 16, 2023, October 17, 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	82%	270	Increase by at least 1%	Schoolwide	Very High	79%	270	Increase by at least 1%
Asian	Very High	91%	109	Increase by at least 1%	Asian	Very High	91%	109	Increase by at least 1%
Hispanic	Very High	74%	31	Increase by at least 1%	Hispanic	Very High	65%	31	Increase by at least 1%
White	Very High	77%	106	Increase by at least 1%	White	Very High	72%	106	Increase by at least 1%
Special Education	High	50%	32	Increase by at least 1%	Special Education	High	50%	32	Increase by 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	92%	Maintain or increase baseline
Reclassification Rate - % of English learners who have reclassified	13%	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.

Torrey Hills Scholl has demonstrated a significant strength in ensuring our students experience high quality instruction. Academic data consistently reflects our students performing at a high level. This is further supported by classroom observations where teaching strategies and differentiation are used to foster collaboration and critical thinking. Torrey Hills' commitment to choice in professional learning opportunities is reflected in the collaborative spirit and classroom experiences and instruction. However, academic data, student feedback, and classroom observations suggest that we can build on our strengths by increasing opportunities where students can experience educational opportunities to build on personal passions, interests, and strengths. In addition, teachers desire more opportunities to apply their professional learning when designing and delivering curriculum to meet the needs of all of their students.

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.

<b>Goal 1, Priority Actions</b>					
<b>Action #</b>	<b>Action Description</b>	<b>Student Group Served</b>	<b>Who Leads?</b>	<b>Resources Needed</b>	<b>Expenditure</b>
1	Implement and refine school-based systems to provide academic tiered intervention based on targeted student need.	All students	Principal	Collaboration Time	\$0
2	Provide Tier 2 intervention in the area of reading for identified students	All students	Principal District Leadership Reading Intervention Teacher	District Reading Intervention Teacher	\$0
3	Support students' academic success through the continued development and implementation of co-teaching.	All students	Principal Instructional Services Coordinator	Collaboration Time	\$0



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	\$0
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	\$0
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	\$0
7	English Learners with a performance level of level 1 or 2 on the 2023 Summative ELPAC or who are newly identified this year will use Imagine Learning, a supplemental resource.	English learners	District Leadership Principal Teachers	Imagine Learning Platform	\$0
8	Implement strategies for celebrating students who reclassify fluent English proficient (RFEP)	English learners	Principal Teachers	Student Recognition	\$0
9	Supplementary instructional materials such as Scholastic News and Time for Kids will be provided for individuals to continue to access current content material at an appropriate level	All students	Principal Teachers	Supplemental Materials	\$2000
10	Collaboration time for teachers to apply professional learning as they design and deliver meaningful learning opportunities	All students	Principal Teachers	Collaboration Time Substitues	\$10,348

**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 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: 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.

<b>Needs Assessment - Metrics</b>									
<b>Chronic Absenteeism Performance Level</b>	Baseline 2022 2023 Dashboard			2023-2024 Expected Outcome	<b>Suspension Rate Performance Level</b>	Baseline 2022-2023 Dashboard			2023-2024 Expected Outcome
		%	#				%	#	
Schoolwide	High	12%	60/498	At least -0.5%	Schoolwide	Very Low	0%	0	M or D
Asian	Medium	7.4%	15/204	At least -0.5%	Asian	Very Low	0%	0	M or D
Hispanic	High	11.8%	6/51	At least -3.0%	Hispanic	Medium	0%	0	M or D
White	High	17.9%	36/201	At least -0.5%	White	Low	0%	0	M or D
English Learners	High	14%	17/121	At least -3.0%	English Learners	Very Low	0%	0	M or D
Socioeconomically Disadvantaged	Very High	29.5%	13/44	At least -3.0%	Socioeconomically Disadvantaged	Very Low	0%	0	M or D
Students with Disabilities	Hlgh	19.2%	15/78	At least -3.0%	Students with Disabilities	Medium	0%	0	M or D
<b>Social-Emotional Survey</b> % 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

Torrey Hills School has demonstrated a significant strength in embracing diversity and promoting meaningful relationships. Data from classroom observations, student, teacher, and community feedback reflect that 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 and emotional safety are seen inside and outside classrooms. Our No Place for Hate committee continues to desire the design and implementation of meaningful lessons across our campus. We also have a desire to include as many families in our learning around continuing to strengthen our diverse and inclusive community based on parent and staff feedback. Based on attendance data, our school will continue to gather attendance data and address the needs and barriers for individual students.

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.

<b>Goal 2, Priority Actions</b>					
<b>Action #</b>	<b>Action Description</b>	<b>Students Served</b>	<b>Who Leads?</b>	<b>Resources Needed?</b>	<b>Expenditure</b>
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		\$0
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 Childcare provided for parent education series	\$2000

3	Maintain No Place for Hate status by completing all required activities	All students	Principal Teachers	Planning and collaboration time Materials for NPFH lessons and committee	\$2000
4	Use Second Step Curriculum consistently across all grade levels	All student s	Principal Teachers	Planning and collaboration time	\$0
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	\$0
6	Communicate the importance of regular attendance to all families	All students	Principal Teachers Counselor	Planning and collaboration time	\$0
7	Principal and counselor to communicate and problem solve with familiar when students are identified as being chronically absent	All students	Principal Teachers Counselor	Planning and collaboration	\$0

**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 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.

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**Budget  
2023-2024**

<b>Allocation</b>	
School Site Improvement Funds	\$16,348

\* Includes \$ 471 from 22-23 carryover

<b>Budget Proposal</b>	
<b>Proposed Expenditure</b>	<b>SIP Funds Amount</b>
<b>Childcare for Parent Education Series</b> Opportunities to provide childcare for parents to be able to collaborate and learn together as a community	<b>\$2000</b>
<b>No Place for Hate Materials</b> materials and curriculum and paid time for committee members beyond their contracted hours	<b>\$2000</b>
<b>Supplemental Materials</b> materials or fees for professional learning to support reading, math, and social emotional interventions, technology needs within the classrooms and safety needs	<b>\$2000</b>
<b>Collaboration Time</b> paid time beyond contracted hours or for substitutes to ensure students experience meaningful learning connected to curriculum, and receive targeted intervention based on grade level collaboration and data analysis	<b>\$10,348</b>
<b>TOTAL</b>	<b>\$16,348</b>

## 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 make-up of the council is as follows:

Names of Members	A			B
	Principal	Classroom Teacher	Other School Staff	Parent or Community Members
Keri Bougie				x
Erika Capp			x	
Abby Domingo	x			
Deena Engler		x		
Michelle Ferrara				x
Aditi Gupta				x
Joli Harris		x		
Jenika Karnik				x
Mindy Lewis				x
Maren Paster				
		x		
Numbers of members of each category	1	3	1	5
Total for each group (must be equal)				

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 October 17, 2023.

Attested:

Abby Domingo  
Typed name of school principal

  
Signature of school principal

10/17/23  
Date

Jenika Karnik  
Typed name of SSC chairperson

  
Signature of SSC chairperson

10/17/23  
Date