Del Mar Union School District

Sycamore Ridge School

School Plan for Student Achievement

2025-2026

Date Approved by School Site Council: September 25, 2025

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

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Purpose and Description

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

School Profile

Sycamore Ridge School opened its doors in August 2005 to serve kindergarten through sixth-grade students, marking the beginning of a tradition of academic excellence and parental involvement that remains strong today. This year, we begin our twentieth year serving approximately 345 students. Our district values low class size; therefore, Kindergarten through third-grade classrooms maintain a student-to-teacher ratio of 22:1, and fourth through sixth-grade maintain student-to-teacher ratios of 25:1. The student population of 345 represents eleven different ethnic groups and twenty different primary languages. The culturally and linguistically diverse setting represents exemplary students who feel welcome and valued at school. Through a commitment to social, emotional, and academic growth, an inclusive and nurturing environment is created that supports the whole child. Sycamore Ridge is a school where thinking is valued, visible, and actively promoted. Our school culture embraces students' strengths, passions, and sense of purpose, and prepares students to serve a broader social, political, and economic community. All students are learning in updated Modern Learning Studios, including our Functional Life Skills classrooms and some of our STEAM+ Labs. We recognize the power of agile and innovative learning environments that promote student engagement, creativity, and student agency. Our STEAM+ program includes credentialed teachers who specialize in five main subject areas, including music, visual arts, innovation technologist, science, and physical education. STEAM+ teachers are credentialed specialists who work together with classroom teachers to enhance the core curriculum and provide students with opportunities to learn through exploration, experimentation, and creativity. Through STEAM+, students develop problem-solving skills, teamwork, and curiosity. STEAM+ classes are the perfect combination of conceptually based hands-on instruction with opportunities for learning extending beyond the classroom. Our goal is that all students can develop their individuality and learn to communicate their thinking while developing an understanding of the world around them.

Our students are encouraged to demonstrate good character across school environments and in the community. Our Second Step program supports the overall social and emotional development of the whole child. Classroom teachers foster social-emotional development through classroom meetings and weekly Second Step lessons. Additionally, we have a School Counselor who supports students with social-emotional wellness through a multidimensional approach (i.e. individual consultation, group counseling to support specific topics, grade level assemblies, and collaboration and

consultation with parents and staff, etc.) This year, our school community continues to take action to combat bullying and bias as a means to stop the escalation of hate and continue to create a more inclusive climate at Sycamore Ridge by committing to actively participating in the No Place for Hate program. We received the No Place for Hate designation for each of the last five years.

So many great aspects of our school rely on the continued support of parents. The PTA, Del Mar Schools Education Foundation (DMSEF), and School Site Councils are three examples of hands-on parental involvement in programs that are essential to Sycamore Ridge. A school is as strong as the partnerships between its community of parents, staff, and students. Sycamore Ridge is particularly proud of the positive and productive relationships with all educational partners.

Educational Partner Engagement

Sycamore Ridge School seeks input from all our educational partners, including teachers, parents, and students, to ensure a robust learning environment and responsive school culture. Sycamore Ridge 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. Feedback regarding The School Plan for Student Achievement was gathered during the following meeting/s: School Site Council Meeting, September 25, 2025.

Destination 2028

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

Our Vision:

The unrelenting pursuit of the extraordinary school experience.

Our Mission:

To ignite genius and empower students to advance the world.

Belief Statement:

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

We believe:

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

In the joy of learning.

In student choice and ownership of learning.

In the genius of each child.

In developing integrity, compassion, and empathy.

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

In empowering students to be thinkers and change-makers.

In the power of curiosity.

In the power of team.

In taking risks and not settling.

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

PORTRAIT OF A LEARNER COMPETENCIES

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

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

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

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

EMOTIONAL INTEGRITY
- Demonstrates awareness, sensitivity, concern, and respect to connect with others.
- Exhibits empathy, self-awareness, conflict resolution, confidence and the ability to learn from mistakes.
- Builds positive relationships, works collaboratively and makes decisions based on personal values and goals.
- Acts with empathy and compassion to make positive contributions to the world.
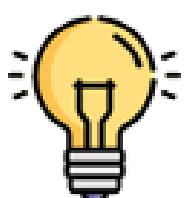
LEARNER'S MINDSET
- Embraces curiosity and eagerly explores the world around them.
- Possesses the desire to learn and confidently perseveres through new and/or challenging learning experiences.
- Finds and maximizes opportunities to actively listen and elicit diverse perspectives from others.
- Develops positive attitudes and beliefs about learning.
- Demonstrates agency and ownership over one's learning.

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

Four Levers

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

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

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

Lever Three: Stewardship of Resources
Human capital, fiscal resources, and facilities intentionally align in support of the extraordinary school experience.

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

Destination 2028 -Site Planning

Lever 1: Learning Experience & Lever 4: Design Influence

LCAP Goal 1: Cultivate a dynamic learning environment where students actively engage in personalized, inquiry-based learning experiences supported by research-based instructional practices, nurturing critical thinking, creativity, collaboration, and communication, ultimately leading to academic success and the effective application of knowledge in real-world contexts.

Needs Assessment - Metrics									
Smarter Balanced Grades 3-6, English Language Arts Performance Level/ percent Meets and Exceeds					**Smarter Balanced Grades 3-6**, Mathematics Performance Level/ Percent Meets and Exceeds				
Student Group	2024-25 Dashboard Performance	Baseline 2024-25 performance	# Students	2025-26 Expected Outcomes	Student Group	2024-25 Dashboard Performance	Baseline 2024-25 performance	# Students	2025-26 Expected Outcomes
Schoolwide	Blue	74.07%	243	+ 1%	Schoolwide	Blue	73.90%	249	+ 1%
Asian	Blue	76.40%	89	+ 1%	Asian	Green	87.23%	94	+ 1%
Hispanic	N/A	65.38%	26	+ 2%	Hispanic	N/A	42.31%	26	+ 2%
Two or More Races	N/A	84.00%	25	+ 1%	Two or More Races	N/A	72.00%	25	+ 1%
White	Blue	70.53%	95	+ 1%	White	Blue	69.79%	96	+ 1%
English Learners	Blue	32.56%	43	+ 2%	English Learners	Green	61.22%	49	+ 2%
Socioeconomically Disadvantaged	Blue	64.71%	68	+ 1%	Socioeconomically Disadvantaged	Green	56.52%	69	+ 2%
Students with Disabilities	Yellow	35.48%	31	+ 2%	Students with Disabilities	Yellow	28.13%	32	+ 2%

Metric	2024-25 Dashboard Performance	Baseline 2024-25 Dashboard Performance	2025-26 Expected Outcomes
English Learner Performance Indicator (ELPI) % of English learners Students who have gained at least one level or maintained level 4	Orange - High Performance Level 23/41 students 56.1%	High Performance Level 26/40 students 66%	+ 2%

- All 2024-25 Data is preliminary
- CAASPP Data is reported for student groups eleven or higher
- Dashboard Performance Levels are assigned to student groups of 30 and higher
- 24-25 Dashboard Performance reflects 23-24 data

Metric	Baseline 2024-25 Performance	2025-26 Expected Outcomes
Reclassification Rate	15.5% 13/84	+ 1%

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.

Strengths

1. **Overall Schoolwide Performance**
    Both English Language Arts (ELA) and Mathematics show schoolwide performance in the *Blue* range, indicating strong overall academic achievement and a solid foundation to build on.

2. **Reclassification and ELPI Progress**
    The English Learner Performance Indicator shows that 56.1% of English Learners gained at least one level or maintained level 4, placing the school in the *High Performance* range. This indicates that many English learners are making progress toward language proficiency.

3. **Culture of High Achievement**
    The data reflect that the school has established a culture of academic rigor and high expectations, with the majority of students meeting or exceeding grade-level standards across content areas.

Opportunities for Growth

1. **Addressing Achievement Gaps**
    There are performance gaps among student groups that require targeted instructional practices, stronger differentiation, and additional supports to ensure equitable access to learning.

2. **Reclassification Rate**
    Current data show that a number of English Learners have met eligibility criteria for reclassification. This indicates an opportunity to move these students forward by reclassifying them, rather than maintaining their EL designation once they are ready.

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	Principal, district, staff, interventionist, counselor	Embedded	N/A
2	Provide Tier 2 intervention in the area of foundational reading for identified students.	All	Principal, district, staff, interventionist, counselor	Embedded	N/A
3	Support students' academic success through the continued development and implementation of co-teaching.	All	Principal, staff	Embedded	N/A
4	Creating a Culture of Thinking: Teachers will continue to engage in differentiated professional learning opportunities in a culture of thinking, including opportunities to participate in a Fellows teacher leadership group and continued learning using a cohort model.	All	Principal, staff	Embedded	N/A
5	Continue differentiated training of all K-6 teachers to support a conceptually based mathematics program. Site-based math leads will offer demonstration lessons, opportunities for peer observation, and serve as a point of contact for staff questions and collaboration.	All	Principal, staff	Embedded	N/A

6	Essential Elements of Instruction: Provide differentiated learning opportunities for staff, based on experience in DMUSD, need, and assignment.	All	Principal, district, staff	Embedded	N/A
7	All English Learners will use Imagine Learning, a supplemental digital resource. Teachers will use data to monitor progress in English language acquisition.	All	Principal, staff	Embedded	N/A
8	Provide ongoing professional development for teachers in modernizing classroom environments and instructional practices to promote student agency.	All	Principal, district	Embedded	N/A
9	All K-2 Teachers will receive professional learning to support the implementation of the Amplify mCLASS DIBELS assessment, including using data to inform instruction.	All	Principal, district	Embedded	N/A
10	All 3-6 teachers will receive professional learning on morphology and vocabulary strategies to support the development of reading comprehension.	All	Principal, district	Embedded	N/A
11	Provide Tier 2 Math Intervention for identified students.	All	Principal, district, staff	Embedded	N/A
12	Integrate the Portrait of a Learner progression into instructional planning to align learning objectives with competency outcomes, develop shared language, and promote student agency through student and teacher reflection and goal setting.	All	Principal, district, staff	Embedded	N/A
13	Opportunities for site professional learning/staff collaboration days.	All	Principal, staff	SIP	$24,398
14	Multilingual Newcomer small group support in Survival English.	All	Principal, staff	Embedded	N/A

LCAP Goal 1: Cultivate a dynamic learning environment where students actively engage in personalized, inquiry-based learning experiences supported by research-based instructional practices, nurturing critical thinking, creativity, collaboration, and communication, ultimately leading to academic success and the effective application of knowledge in real-world contexts.**Annual Review**

Will be completed as part of the 2026-27 Plan development.
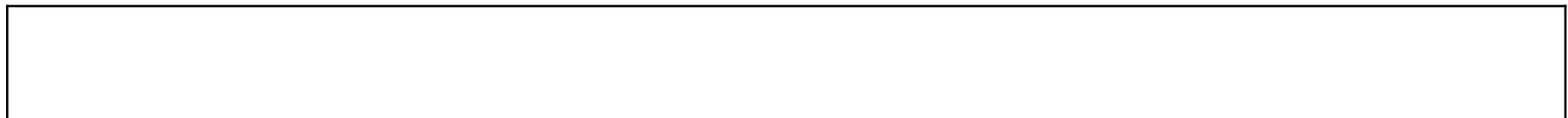
Destination 2028 -Site Planning

Lever Two: Responsive and Caring Culture

LCAP Goal 2: Establish nurturing and inclusive learning environments that value diversity, cultivate empathy, foster relationships, and encourage individual talents to flourish.

Needs Assessment - Metrics										
Chronic Absenteeism Performance Level	2024-25 Dashboard Performance	Baseline 2024-25 performance	# Students	2025-26 Expected Outcome	**Suspension Rate** Performance Level	2024-25 Dashboard Performance	Baseline 2024-25 performance	# Students	2025-26 Expected Outcome
Schoolwide	Orange	5.96%	23	- 1%	Schoolwide	Blue	0.52%	2	Maintain
African American	N/A	0.00%	0	Maintain	African American	N/A	0%	0	
Asian	Red	6.85%	10	Maintain	Asian	Blue	0%	0	
Hispanic	Orange	33.33%	15	- 1%	Hispanic	Blue	0%	0	
Two or More Races	Orange	19.35%	6	Maintain	Two or More Races	Blue	0%	0	
White	Yellow	11.27%	16	Maintain	White	Blue	1.41%	2	
English Learners	Orange	9.76%	8	Maintain	English Learners	Blue	0%	0	
Socioeconomically Disadvantaged	Red	27.18%	28	- 1%	Socioeconomically Disadvantaged	Blue	0.97%	1	
Students with Disabilities	Red	33.96%	18	- 1%	Students with Disabilities	Blue	3.77%	2	

Metric	Grade Span	Spring 2025 Overall Insights	Metric	Grade Span	I feel safe	Rules are Fair	Teachers Care about me	Kids care about me	Teachers help me learn	Teacher encourage me
Social-Emotional Assessment % of students at or above average on The Insights Assessment	K-3	84%	Insights Student Climate Survey % of students at the agree level Spring 2025	K-3	91%	83%	89%	75%	89%	88%
	4-6	91%		4-6	89%	83%	91%	76%	93%	95%
Expected Outcome Spring 2026	K-3	+1%	Expected outcome Spring 2026	K-3	Maintain	+1%	+1%	+2%	+1%	+1%
	4-6	+1%		4-6	+1%	+1%	Maintain	+2%	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.

Strengths

- Students feel safe and supported:

  - 91% of K–3 students feel safe at school

  - 89% of K–3 students say teachers care about them

  - Over 90% of grades 4–6 students report teachers care about them, help them learn, and encourage them

- Strong results on the Social-Emotional Insights Assessment:

  - 84% of K–3 students at or above average

  - 91% of grades 4–6 students at or above average

- Schoolwide suspension rates remain very low, showing effective behavior expectations and a positive climate

Opportunities for Growth

- Chronic absenteeism is an area to improve:

  - 27% of socioeconomically disadvantaged students are chronically absent

  - 34% of students with disabilities are chronically absent

- Focus needed on reducing barriers to regular attendance so all students benefit fully from our programs

- Continue strengthening consistent, positive behavior expectations to maintain low suspension rates

Overall

- The school has a strong culture of care, safety, and belonging

- By addressing absenteeism and sustaining strong social-emotional outcomes, we can ensure every student thrives

LCAP Goal 2: Establish nurturing and inclusive learning environments that value diversity, cultivate empathy, foster relationships, and encourage individual talents to flourish.

Goal 2, Priority Actions					
Action #	Action Description	Students Served	Who Leads?	Resources Needed?	Expenditure
1	Implement and refine school-based systems to monitor and support students' social-emotional well-being through the collaboration of counselors and instructional staff as part of a multi-tiered system of support.	All	Principal, staff, counselor	Embedded	N/A
2	Implement a scope and sequence for each grade level that includes both Second Step and Digital Citizenship lessons.	All	Principal, district, staff	Embedded	N/A
3	Maintain No Place for Hate status by completing all required activities.	All	Principal, district, staff	Embedded	N/A

4	Review Insights SEL and Climate survey results to determine student needs and guide instructional decisions for social-emotional learning.	All	Principal, counselor, staff	Embedded	N/A
5	Use the Synergy Chronic Absenteeism Report to monitor Student absences. The principal, counselor, health technician, teacher, and school nurse will collaborate with parents and students to identify and assist with resolving barriers to attending school regularly.	All	Principal, counselor, health technician, staff	Embedded	N/A
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	Principal, district, staff	Embedded	N/A
7	Provide updates and reminders about attendance policies in the school newsletters.	All	Principal	Embedded	N/A
8	Materials and supplies for social-emotional learning, counseling, No Place for Hate Committee, student leadership, etc.	All	Principal, counselors, staff	SIP	$2000
9	Materials and supplies to promote prosocial behavior during unstructured times (recess, lunch)	All	Principal, staff	SIP	$2000
10					

Annual Review

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

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

Sycamore Ridge School
Budget
2025-26

Allocation	
School Site Improvement Funds *	$30,398.00
Title 1 Funds	$88,806

* Includes 24-25 carryover of $17,353.00

Budget Proposal		
Proposed Expenditure	**SIP Funds Amount**	**Title 1 Funds**
Goal 2.9 Behavioral Support	2,000	
Goal 2.8 Social-Emotional Learning	2,000	
Goal 1.17 Technology	2,000	
Goal 1.13 Professional Learning	24,398	
Goal 1.16: Reading Intervention Teacher		88,806
TOTAL TILE 1		88,806
TOTAL SCHOOL SITE IMPROVEMENT FUNDS	30, 398	

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:

Names of Members	A			B
	Principal	Classroom Teacher	Other School Staff	Parent or Community Members
Brandon LoMonaco	X			
Cassia Yi				X
Brian O'Neill				X
Priya Merrill				X
Nancy Frantz				X
Jill Maher				X
Lisa Kim			X	
Meredith Scroggs		X		
Andy Van Horn		X		
Heather Kowieski		X		
Number of members of each category	1	3	1	5
Total for each group, A and B (must be equal)	5			5

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members.

Classroom teachers must comprise a majority of persons represented under section A.

Recommendations and Assurances

The School Site Council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- The School Site Council is correctly constituted and was formed in accordance with district governing board policy and state law.

- The School Site Council reviewed its responsibilities under state law and district governing board policies.

- The School Site Council sought and considered all recommendations from the English Language Advisory Committee when applicable.

- The School Site Council reviewed the content requirements for school plans of programs included in this School Plan for Student Achievement and believes all such content requirements have been met.

- This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

- The school plan is in alignment with the District's Local Control Accountability Plan (LCAP).

The School Site Council adopted this school plan and site strategic plan on October 29, 2024.

Attested:

Branden Lomanno	_(signature)_	9/25/25
Typed name of school principal	Signature of school principal	Date
Meredith Scroggs	_(signature)_	9/25/25
Typed name of SSC chairperson	Signature of SSC chairperson	Date