

Del Mar Union School District

Sycamore Ridge School

School Plan for Student Achievement

2023-2024

Date Approved by School Site Council: November 6, 2023

Date Approved by District Board of Trustees: November 15, 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

Sycamore Ridge School opened its doors in August of 2005 to the students of the community to serve kindergarten through sixth grade students and begin a tradition of academic excellence and parental involvement that still holds strong today. This year, we begin our eighteenth year serving approximately 386 students. This year, 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 24:1 based on district-wide decisions made to decrease class size in the upper grades.

The student population of 386 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, there exists an environment that is inclusive and nurturing of the whole child. Sycamore Ridge is a school where thinking is valued, visible, and actively promoted. Our school culture embraces students' strengths, passions, sense of purpose, and prepares students to serve a broader social, political, and economic community. All Kindergarten - Sixth grade students are learning in Updated Modern Learning Studios including our Functional Life Skills classroom and our art studio. We recognize the power of agile and innovative learning environments that promote student engagement, creativity, and student agency.

Credentialed teachers who specialize in five main subject areas including visual arts, primary Spanish, science, and physical education teach our STEAM+ classes. Music is provided via the World Music program. 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 gain exposure to the fine arts above and beyond the classroom experience. 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 qualities of 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 struggling with social emotional concerns through direct and indirect services (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 participate in the No Place for Hate movement. We received our first No Place for Hate designation for each of the last three years and are excited to maintain this distinction in the current school year, and in years to come.

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. 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.

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	71%	334	Increase by 1%	Schoolwide	Very High	71%	334	Increase by 1%
Asian	Very High	80%	103	Increase by 1%	Asian	Very High	96%	163	Maintain or Increase
Hispanic or Latino	Very High	57%	46	Increase by 2%	Hispanic or Latino	Very High	35%	46	Increase by 2%
White	Very High	65%	86	Increase by 1%	White	Very High	65%	86	Increase by 1%
English Learner	High	33%	43	Increase by 2%	English Learner	Very High	52%	43	Increase by 2%
Special Education	High	30%	38	Increase by 2%	Special Education	High	29%	38	Increase by 2%
Low Socioeconomic Status	Very High	49%	66	Increase by 2%	Low Socioeconomic Status	Very High	37%	66	Increase by 2%

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	68%	At least 70% making progress	All SBA data 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.
Reclassification Rate - % of English learners who have reclassified	10%	Maintain or increase 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.

There have been significant increases in Smarter Balanced results from 2022 to 2023. As an example, In English language arts, school wide increases in Meets and Exceeds Standard increased by 2%. There was a 4% increase in mathematics. English learners grew by 8% for both English language arts and mathematics. The low socioeconomic student group grew by 12% in English language arts and 2% in mathematics. This increase is attributed to the careful attention being paid to students via Sycamore Ridge’s MTSS process and the targeted intervention being provided to students identified through Safety Net programs. The site will continue to implement and refine this system to support continued growth for all 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.

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 for identified students	All students	Principal District Leadership Reading Intervention Teacher	District Reading 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 this 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		
9	Site-based MTSS meetings will occur to collaborate around ideas to support Sycamore Ridge's efforts to build an integrated, comprehensive framework that provides targeted supports to students who perform below grade level standards	All students	Principal Teachers Support Staff	Substitutes Hourly pay for staff extended day	\$2000
10	Intervention support to increase the number of students who are meeting grade level expectations in ELA and/or Mathematics.	Students identified through MTSS	Principal Teachers Intervention Specialists	Planning and collaboration time Salary	\$69,175.00

11	Curriculum resources and release time - to provide time and relevant material that support professional planning, learning and collaboration for staff members as they continue to implement meaningful learning opportunities to specific areas of students' needs.	All students	Principal Teachers	Planning and collaboration time Materials as identified	\$13,703
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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.

Needs Assessment - Metrics									
Chronic Absenteeism Performance Level	Baseline 2022-2023 performance			2023-2024 Expected Outcome	Suspension Rate Performance Level	Baseline 2022-2023 performance			2023-2024 Expected Outcome
		%	#				%	#	
Schoolwide	Medium	10%	61	At least -0.5%	Schoolwide	Very Low	0.2%	1	M or D*
Asian	Low	3.1%	8	M or D*	Asian	Very Low	0%	0	M or D
Hispanic	Very High	24.4%	22	At least -3.0%	Hispanic	Very Low	0%	0	M or D
Two or More Races	High	13.2%	5	At least -0.5%	Two or More Races	Very Low	0%	0	M or D
White	High	12.4%	25	At least -0.5%	White	Very Low	0.5%	1	M or D
English Learners	Medium	9.2%	14	At least -0.5%	English Learners	Very Low	0%	0	M or D
Students with Disabilities	Very High	23.4%	22	At least -3.0%	Students with Disabilities	Low	1%	1	M or D
Socioeconomically Disadvantaged	High	19.3%	26	At least -0.5%	Socioeconomically Disadvantaged	Low	0.7%	1	M or D
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

Suspension rates for overall and student groups continue to be in the very low or low performance range, which is a strength at Sycamore Ridge. Chronic absenteeism continues to be in the high or very high range for most student groups. This is reflective of schools within our district and across the state and is likely related to the COVID-19 pandemic.

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	\$2000

4	Use Second Step Curriculum consistently across all grade levels	All student s	Principal Teachers	Planning and collaboration time	\$1500
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 families when students are identified as being chronically absent	All students	Principal Teachers	Planning and collaboration	
8	Identify, purchase, and maintain enhanced technology for classrooms to foster greater student collaboration, communication, and creativity.	All Students	Principal Teachers	As needed: Chromebooks, iPads, Charging Carts, Apple TV, Televisions, Chromecast, and other Supplementary materials	\$1000.00

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.

**Budget
2023-2024**

Allocation	
School Site Improvement Funds	*\$20,203
Title I Funds	\$69,175

*Includes \$7,508 Carryover from the 2022-23 School Year

Budget Proposal		
Proposed Expenditure	SIP Funds Amount	Title I Funds Amount
Targeted Intervention: Salary to support targeted Intervention for students struggling to meet grade level standards		\$69,175
MTSS: Substitutes and hourly pay to support staff participation	\$2000	
No Place for Hate: Support the purchase of resources/materials and additional time for teachers to champion the school site efforts to continue our site certification as a No Place for Hate school.	\$2000	
Social Emotional Learning (SEL) Resources: Support the purchase of resources/materials and release time for teachers to support our school site's ongoing efforts to teach social emotional learning skills to ensure the social-emotional wellbeing of all students are met	\$1500	
Curriculum Resources and Release Time: These resources 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 Sycamore Ridge's ability to provide innovative, interdisciplinary instruction for all students.	\$13,703	
Enhanced Technology: Identify, purchase, and maintain enhanced technology for classrooms to foster greater student collaboration, communication, and creativity	\$1000	
TOTAL	\$20,203	\$69,175.00

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
Dr. Patrick Hefflin / Vivian Firestone	X			
Jill. Wojtkowski		X		
Christie. Vincent		X		
Jenna Solares		X		
Lesa. House			X	
Julie Sweet				X
Darlene Rivera				X
Stacie Eastridge				X
Darren Plotkin				X
KB Chen				X
Numbers of members of each category	1	3	1	5
Total for each group (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 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 November 6, 2023.

Attested:

Vivian Firestone
Vivian Firestone, Acting Principal

Vivian Firestone 11/7/23
Signature of School Principal Date

Julie Sweet
Julie Sweet, SSC Chairperson

Julie Sweet 11/7/23
Signature of SSC Chairperson Date