

**ENCINITAS UNION SCHOOL DISTRICT  
MISSION ESTANCIA ELEMENTARY SCHOOL  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2020 - 2021**

37 68080 6106132  
CDS Code

Date of this revision: November 2020

This *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students and improve the school's educational program.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Lisa McColl

Position: Principal

Telephone Number: (760) 943-2004

Address: 3333 Calle Barcelona  
Carlsbad, CA 92009

E-mail Address: lisa.mccoll@eusd.net

Encinitas Union School District

The District Governing Board approved this revision of the School Plan on \_\_\_\_\_

## **Mission Estancia Elementary School**

**Vision Statement:** Our vision is the creation of a learning environment that develops self-actualized children with an enthusiasm for learning. A wealth of human resources, as well as state of the art technology will provide children in the Mission Estancia learning community with rich experiences, nurturing support, and intellectual challenges. Children respect diversity, treat others with kindness, appreciate the natural environment, and strive to preserve it. Curriculum and instructional strategies build a strong academic foundation and are enriched with meaningful activities in science enrichment, DREAMS (design, research, engineering, art, math, science) and digital literacy. Family, staff, and community collaborate to provide support for children's education. Children are motivated, confident learners who take pride in their work and accept responsibility for their own learning and behavior. Children interact with others to develop responsibility and acquire life-long learning skills needed in a global society along with an understanding of their vital role in the future.

**Mission Statement:** Our mission is to assist our children to value learning and to be successful in school, society and work by providing a challenging and nurturing learning experience. We work in partnership with family and community preparing children to be leaders in a diverse, ever changing world. Modeling what we expect, we educate children in an academic curriculum to become:

- *Collaborative Team Members*
- *Self Directed Learner*
- *Responsible Members of Society*
- *Quality Producers*
- *Constructive Thinkers and Problem Solvers*
- *Effective Communicators*

**Guiding Principles:** We are all leaders in a district committed to modeling our vision of educational excellence. As we build a culture of collaboration and open-communication, we are guided by these principles:

- CHILDREN FIRST: We believe that children are the focus of all decisions.
- FAMILY: We recognize the importance of family in a child's success and are committed to a home and school partnership.
- HONESTY: We are committed to honest and ethical behavior.
- TRUST AND RESPECT: We are committed to interaction based on trust and respect.

- **SHARED LEADERSHIP:** We are committed to shared leadership which sets the standards for educational excellence, emphasizing innovative research, planning, and evaluation.
- **QUALITY IMPROVEMENT:** We are committed to continuous quality improvement.
- **TEAMWORK:** We are committed to teamwork that emphasizes shared leadership, and consensus building.

### School Profile:

Encinitas Union School District serves the City of Encinitas and the La Costa area of Carlsbad in North San Diego County. Although located in the city of Carlsbad, Mission Estancia Elementary is actually one of nine schools in the impressive Encinitas Union School District. All of the District's schools have been recognized as California Distinguished Schools, and Mission Estancia has also been recognized as a National Blue Ribbon School.

We offer a full academic program from kindergarten through sixth grade to approximately 500 students. Our rigorous curriculum, focus on high quality instructional delivery and enrichment opportunities support us in fulfilling the mission of creating 21<sup>st</sup> century citizens. Children explore and demonstrate their abilities through challenging academic activities as well as creative art, science enrichment, physical education, yoga, garden science and digital literacy. Students are also involved in SOAR (Sharing Our Acceptance and Respect) , SWPPP (Storm Water Pollution Prevention Program), Energy Teams, Film Guild, Odyssey of the Mind, Robotics, ME Ambassadors, and Math 24.

School hours are extended Monday through Thursday to allow for weekly modified days on Friday. These days serve as planning and collaboration time for the staff. Additionally, credentialed specialists serve grade levels in learning block times to allow teachers to work in learning communities. Conversations center around student needs both at the grade level and across the grade-levels. This block time is also used to align state standards with curriculum, review current research, establish performance standards, incorporate 21<sup>st</sup> Century skills into teaching and share effective instructional strategies that are assessed through multiple measures. Decisions are made based on formative and summative data analysis.

Mission Estancia has an active volunteer base. Volunteers regularly serve on the PTA (Parent Teacher Association), SSC (School Site Council), EEF (Encinitas Education Foundation), ELAC and various committees such as safety, wellness, technology, and green team. Volunteers also help in classrooms, and assist with school activities and long-term projects.

The teachers and staff are dedicated to continuous improvement, ensuring the academic success of every student and providing a safe and productive learning experience. For struggling students, we provide intervention assistance through the research-based programs Leveled Literacy Intervention, Raz Kids, Reading A-Z, Literably, small group reading, Read Naturally, and Fountas and Pinnell. For students on the cusp of grade level proficiency, we provide support to ensure they maintain skills for continued academic success. Students that are currently performing above grade level are given multiple opportunities to extend their learning through real world applications.

### School Site Council Membership

*Education Code* Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:<sup>1</sup>

Names of Members	Principal	Teacher	Other School Staff	Parent or Community Member
Lisa McColl	X			
Debbie Sauer		X		
Tracy Borin		X		
Melissa Masterson		X		
Sue Kauffman			X	
Tamara Piland				X
Kimberly Schneider				X
Bick Sellers				X
Meghan MacArthur				X
Laura Bajek				X
Numbers of members of each category	1	3	1	5

### Recommendations and Assurances

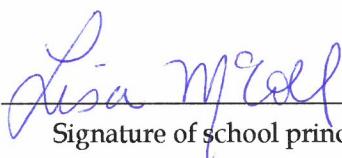
The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
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2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:
  - X School Staff (via commentary and review)
  - X Mission Estancia Parents (via input at School Site Council meetings)
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. 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.
6. The school site council adopted this school plan on: 11/30/2020

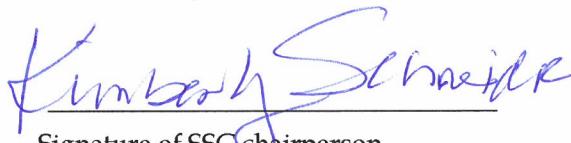
Attested:

Lisa McColl  
School Principal

  
Signature of school principal

11-30-2020  
Date

Kimberly Schneider  
SSC Chairperson

  
Signature of SSC chairperson

30 NOV 2020  
Date

## Analysis of Current Educational Practice by Local Control Accountability Act:

### **Required Data for Each of Eight State Priority Areas**

#### **Student Achievement**

- Performance on standardized tests.
- Score on Academic Performance Index.
- Share of students that are college and career ready.
- Share of ELs that become English proficient.
- EL reclassification rate.
- Share of students that pass Advanced Placement exams with 3 or higher.
- Share of students determined prepared for college by the Early Assessment Program.

#### **Parental Involvement**

- Efforts to seek parent input.
- Promotion of parental participation.

#### **Basic Services**

- Rate of teacher misassignment.
- Student access to standards-aligned instructional materials.
- Facilities in good repair.

#### **Student Engagement**

- School attendance rates.
- Chronic absenteeism rates.
- Middle school dropout rates.
- High school dropout rates.
- High school graduation rates.

#### **Implementation of Common Core State Standards (CCSS)**

- Implementation of CCSS for all students, including EL.

#### **Other Student Outcomes**

- Other indicators of student performance in required areas of study. May include performance on other exams.

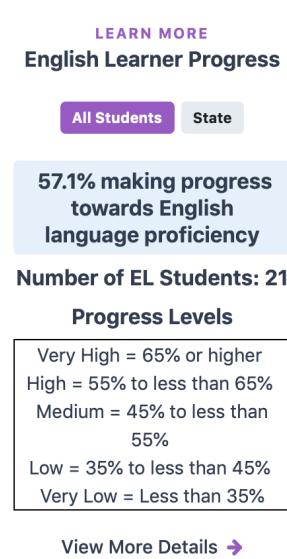
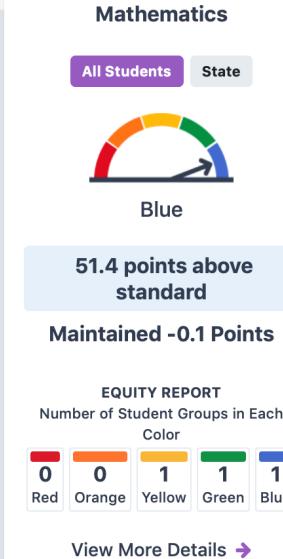
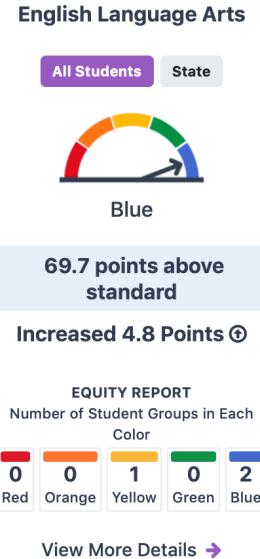
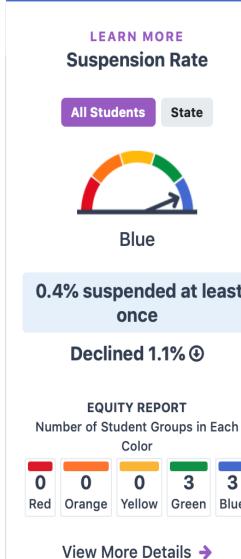
#### **Course Access**

- Student access and enrollment in all required areas of study.

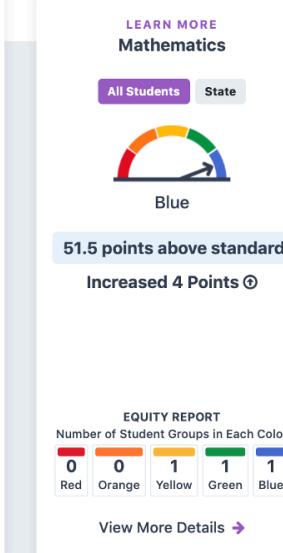
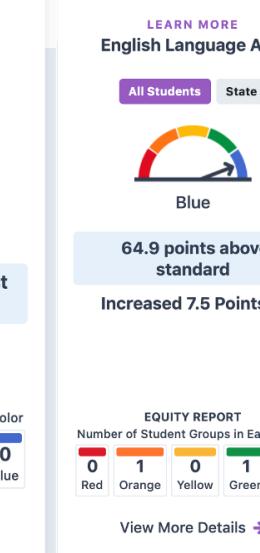
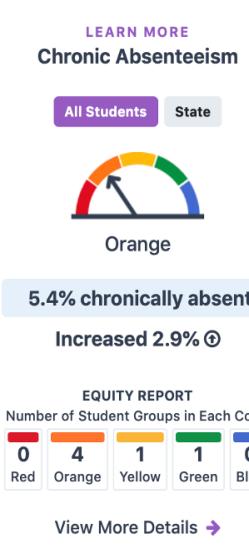
#### **School Climate**

- Student suspension rates.
- Student expulsion rates.
- Other local measures.

## Overview of 2018-2019 State Assessments:



## Overview of 2017-2018 State Assessments:



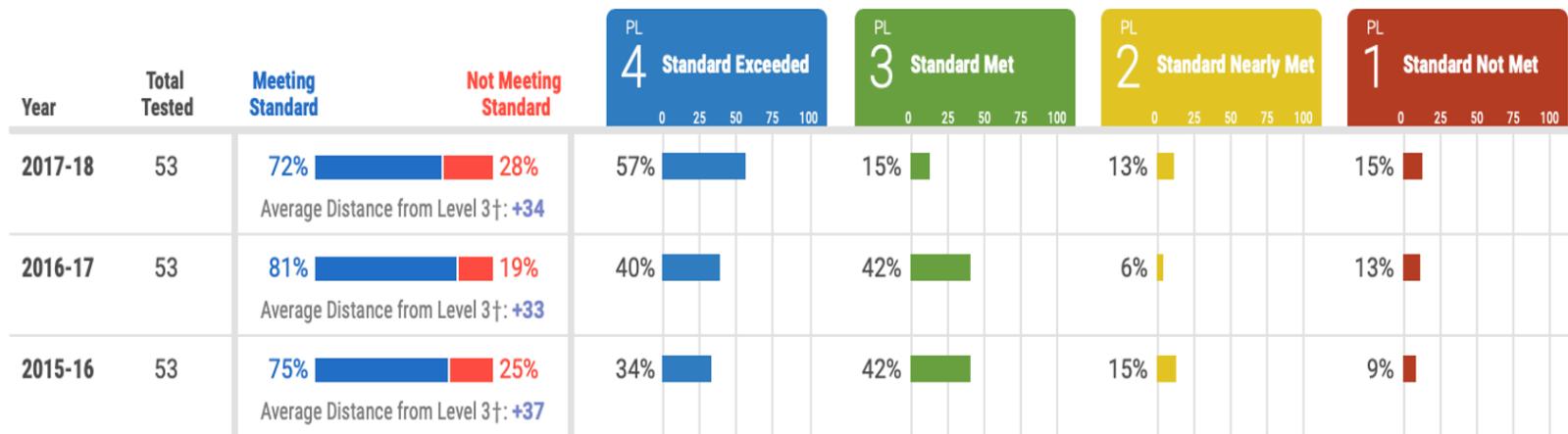
# Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Subject: Mathematics (Summative)

Roster Date  
Control Panel (03-15-2019)

Grade Level(s) All	Gender(s) Male & Female	Reported Race All Reported Races	Special Education Special & Non Special	Socio-Economic SED & Not SED	English Proficiencies All
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## Overall & Claim Performance for Mission Estancia



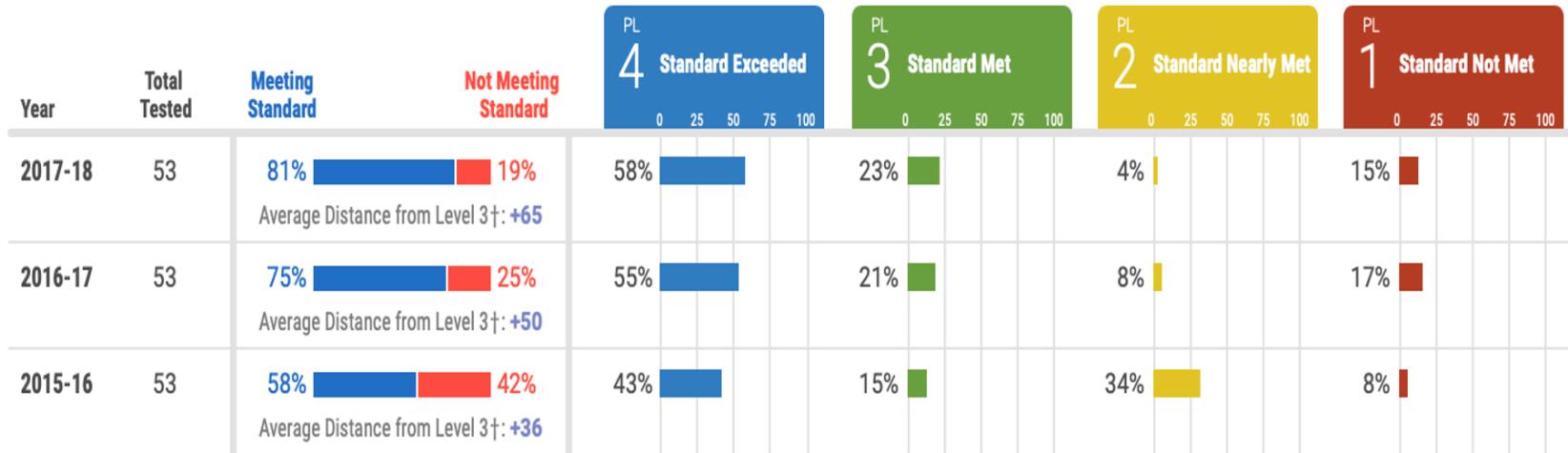
# Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Subject: English-Language Arts (Summative)

Roster Date  
Control Panel (03-15-2019)

Grade Level(s) All	Gender(s) Male & Female	Reported Race All Reported Races	Special Education Special & Non Special	Socio-Economic SED & Not SED	English Proficiencies All
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## Overall & Claim Performance for Mission Estancia



## **Learning Continuity and Attendance Plan**

Due to COVID-19 and the current adjustment to our school schedules and teaching plans, we will continue to work on the goals from our 2019-2020 plan. Please see the Mission Estancia COVID-19 plan linked [HERE](#). In addition, Mission Estancia is supporting the District's Learning Continuity and Attendance Plan by addressing:

- Pupil Learning Loss
- Mental Health and Social Emotional Well-Being of Staff and Students
- Pupil Engagement and Outreach

### **Pupil Learning Loss**

Our teachers use a variety of literacy assessments and tools to determine students' reading levels. These assessments and tools include Literably (assessment given five times per year) and Fountas and Pinnell (used in our intervention program), as well as RazKids, Reading A-Z, ESGI (kindergarten), NewsELA and Read Theory. We use the information from these resources to form small groups for differentiated classroom instruction as well as to inform our Tier 2 intervention groups. In addition to reading intervention, Mission Estancia also provides math intervention to our students that need extra support. The math intervention teacher works closely with the classroom teacher to ensure alignment with the skills being taught at each grade level as well as supporting any skill-gaps that need remediation. During our hybrid model, our reading and math intervention teachers work with students virtually during their at home days. This allows us to provide extra support to our students without pulling them from direct classroom instructional time on their in-person days.

### **Mental Health and Social Emotional Well-Being of Staff and Students**

Our TRAC (Teambuilding, Regulation, Awareness, and Community) teacher provides one weekly in-person lesson to each class. This program supports the Social and Emotional well being of our students and helps to provide students with strategies to use on a daily basis when they may be struggling. The classroom teacher is an integral part of this program as well and participates alongside the students in each of these weekly lessons. Our TRAC teacher also sends home a weekly newsletter to our families that outlines the lessons being taught as well as provides strategies and ideas that can be used at home to reinforce the concepts being focused on at school.

In addition, our TRAC teacher and school psychologist work together to support our community through small group work and weekly office hours. Office hours are available for staff, students and families. We have found this to be especially important during the current pandemic.

The Mission Estancia PTA continues to work with the principal to support community connections through various avenues such as the weekly newsletter, virtual activities such as at home pumpkin decorating, Red Ribbon Week bedroom door decorating contests, drive - thru ice cream social, canned food drive(through), and monthly shout outs to students, staff and parents.

## **Pupil Engagement and Outreach**

Our teachers keep records of formal attendance (in person and at home) as well as daily student engagement in their asynchronous work through the LMS (learning management system). When a student is not engaging with the learning, our teachers reach out to the student to discuss the situation. After that, the teachers will communicate with the parents to determine what supports are needed.. In addition, our principal or other staff such as our LRC teachers and IA's, intervention teachers, school librarian, TRAC teacher and school psychologist reach out to support the student and family.

We also have a strong Student Study Team that works closely with the families to provide reengagement strategies, supports, and resources for our students.

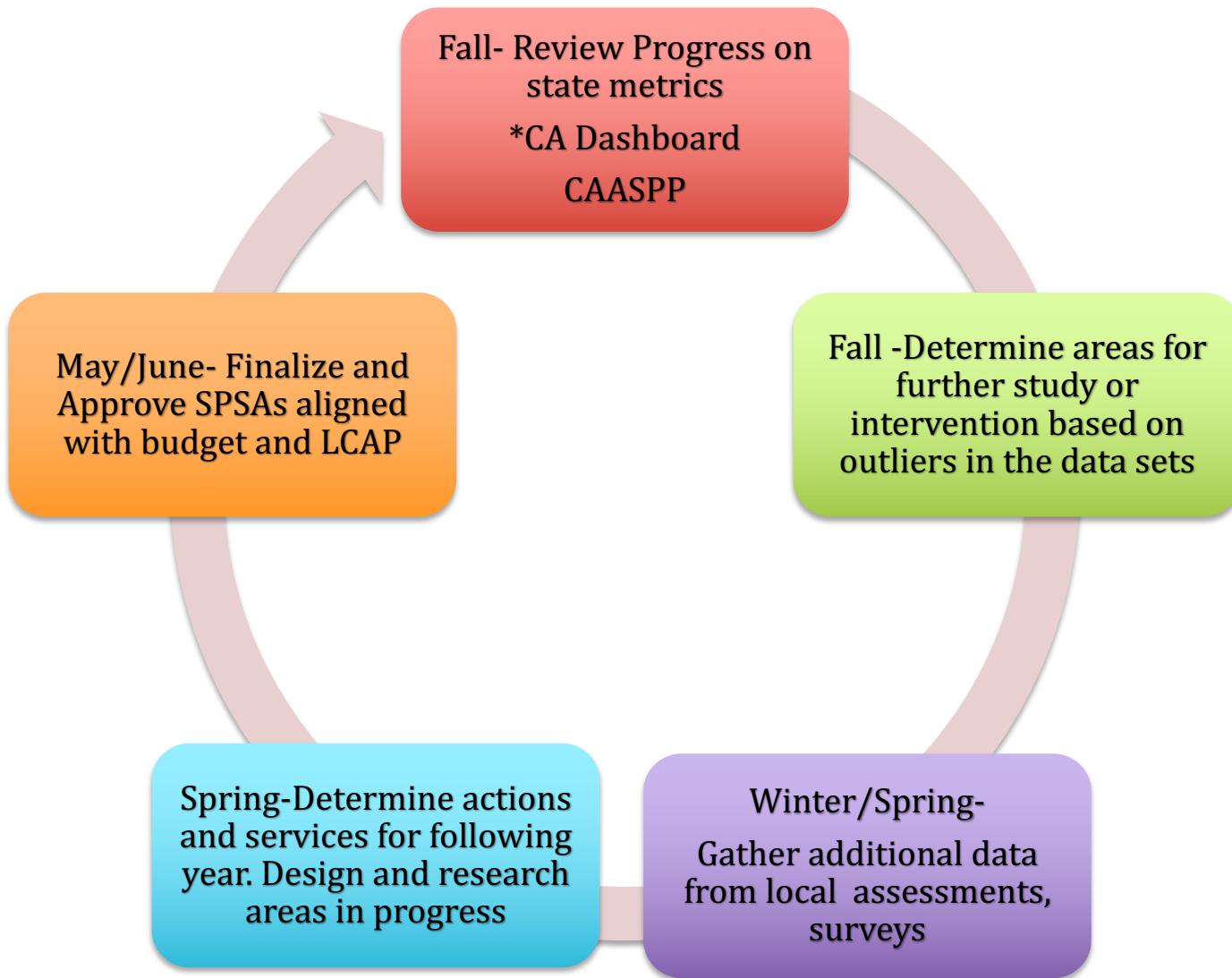
We believe that it is our responsibility to determine what is getting the way of the student fully engaging so that we can work collaboratively on a solution.

## EUSD LCAP and SPSA Alignment

EUSD's Local Control and Accountability Plan (LCAP) identifies goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

### EUSD LCAP Goals 2017-20





**GOAL #1 -**  
**Our site will demonstrate high levels of learning in English Language Arts, Math, Science and History Social Science.**

District Areas of Focus:

- Teacher training and support for curricular design and adjustment
- English Language Learner Support TOSA
- Learning Management System and Digital Tools to support collaboration
- Class size support for social and emotional needs of students
- Principal Support
- Community Liaison
- CAASPP Testing Infrastructure and Tools
- English Language Learner Development Support Plan
- Educational Base Program
- Summer Support (EL, Sped, Enrichment)
- Multi-Tiered Systems of support for all learners
- Assessments and Monitoring Tools

Indicators used by the site to analyze progress:

- CAASPP scores -
- CAST scores
- California Dashboard Results
- ELPAC results
- Local assessments, projects and evaluations
- Intervention progress monitoring tools

Expectancies:

Students and student subgroups are scoring within expected range on state and local assessments.

School has systems in place for intervention, ELD, and MTSS.

Teachers are using district tools to support student learning.

Met Expectancies X

Expectancies Not Met\* \_\_\_\_\_

\* Intervention plan to focus on:

<b>Resource allocations to support this goal:</b>	<b>Start Date / Completion Date:</b>	<b>Proposed Expenditures:</b>	<b>Funding Source:</b>
All teachers will attend and implement conceptual based pedagogy training in mathematics through Juli Dixon and/or CGI training. Teachers will participate in training for new math adoption in the Fall.	August 2019 – June 2020	CGI Training (TBD) Sub costs per teacher	District Funds
Intervention teachers to provide support in both reading and math (2 teachers, 29 hours/week, 30 weeks) 7 additional hours/week, 30 weeks: for LMS to support reading.	August 2019 – June 2020	\$25,230 reading \$25,230 math \$6,090 LMS reading support  Total – \$56,550	Supplemental Concentration Funds Summer School/Remedial Funds PTA/EEF Donation
3 enrichment teachers to provide supplemental instruction to students in the areas of Science, Technology and Music	August 2019 – June 2020	\$77,073	PTA/EEF Donation
Teachers will collaborate to develop goals to track team progress toward CCSS site and sub group goals.	August 2019 – June 2020	None	
Teachers will review student work in order to evaluate the effectiveness of instructional practices.	August 2019 – June 2020	None	

**GOAL #2-**  
**Our site will foster parent, staff and community engagement by involving them in school activities and keeping them informed through various communication forms in order to enhance learning.**

District Areas of Focus:

- Social Media and Website Access and Use
- Parent/Teacher System for Communication- PowerSchool
- Parent Engagement/Family Series
- Improved print and digital communication
- Community Liaison
- Family Workshops for Targeted Populations
- Foster Youth Supports
- Community Outreach

Indicators used by the site to analyze progress:

- Attendance at parent conferences
- Parent surveys
- Attendance at events such Enrichment Showcase, Family nights, etc.
- Focus groups such as PTA, SSC and EEF
- Responses and/or analytics for website, newsletters and social media

Expectancies:

School uses various means of parent communication tools to share regular updates.

School gets regular feedback from parents, staff, and students around site operations and programs.

Met Expectancies X

Expectancies Not Met\* \_\_\_\_\_

\* Intervention plan to focus on:

<b>Actions to be taken to reach this goal:</b>	<b>Start Date / Completion Date:</b>	<b>Proposed Expenditures:</b>	<b>Funding Source:</b>
Monthly Principal's Chat will be calendared and held	August 2019 – June 2020	\$400	PTA/EEF Donation
Teachers will share data with parents twice a year at parent teacher conferences.	August 2019 – June 2020	None	
Teachers will utilize Literably to monitor reading progress five times per year and share results with parents.	August 2019 – June 2020	\$32,000	District Funds
Parent/student surveys will be given at least once per year. Input will be shared and used to guide school wide decision making.	August 2019 – June 2020	None	
Regular digital communication from Principal to provide school updates (school facebook page, school website, myschoolanywhere, etc)	August 2019 – June 2020	None	

**GOAL #3 -**

**Our site will maintain and improve safe, green and innovative learning spaces that promote health and wellness.**

District Areas of Focus:

- School Safety Planning
- Environmental Sustainability
- Technology Infrastructure
- DREAMS/Farm Lab
- Site and District Green Team Support
- Facility Modernization and Improvements
- Personalized learning environment
- Enrichment Programs

Indicators used by the site to analyze progress:

- FIT report (facilities report)
- Parent surveys
- Energy, safety and green audits
- SEL indicators such as discipline records and surveys
- CA Dashboard Suspension data

Expectancies:

Site is maintained and cleaned to high standards.

School programming supports environmental stewardship and health and wellness pillars.

Met Expectancies X

Expectancies Not Met\* \_\_\_\_\_

\* Intervention plan to focus on:

<b>Actions to be taken to reach this goal:</b>	<b>Start Date / Completion Date:</b>	<b>Proposed Expenditures:</b>	<b>Funding Source:</b>
Safety drills, walks and audits will be done regularly	August 2019 – June 2020	None	
Implement a social/emotional educational program supported by a dedicated teacher to provide Tier 1 and Tier 2 support (29 hours per week/ 33 weeks)	August 2019 – June 2020	\$30,000	District Funds \$14,000 PTA/EEF \$14,000 PTA/EEF - \$1500 (supplies)
Continue to provide opportunities and training to lead green initiatives through programs such as SWPPP, Hydrokids, Green Team, etc.	August 2019 – June 2020	SWPPP instructor costs embedded in overall costs for the district	

**GOAL #4 -**  
**Our site will train and retain highly qualified staff.**

**District Areas of Focus:**

- Staff compensation
- Technology support
- New Teacher Support
- Dual Language Teacher Support
- Professional development for all staff

Indicators used by the site to analyze progress:

- Personalized Professional Development Plans and Implementation
- Staff surveys
- PD reflections
- Site PD agendas

**Expectancies:**

There is a site level staff development plan that includes personalized professional development for teachers.

Met Expectancies X

Expectancies Not Met\* \_\_\_\_\_

\* Intervention plan to focus on:

<b>Actions to be taken to reach this goal:</b>	<b>Start Date / Completion Date:</b>	<b>Proposed Expenditures:</b>	<b>Funding Source:</b>
All teachers will participate in Personalized Professional Development.	October 2019 – June 2020	\$500/teacher	District Funds
All teachers will participate in “first Friday” professional development to increase growth in site focus areas	August 2019 – June 2020		
Grade level teams will collaborate to develop goals to track team progress toward CCSS site and sub group goals.	August 2019 – June 2020		

**GOAL #5 -**

**Our site will ensure exemplary programs, a wide variety of high quality learning resources, and engaging opportunities to provide personalized learning for the unique needs of diverse groups.**

**District Areas of Focus:**

- Technology Refresh Cycle
- Personalized learning opportunities
- English Language Development and Support
- Access to learning and materials year round
- Learning resource materials
- Personalized learning for advanced learners
- Personalized learning for special education students

**Indicators used by the site to analyze progress:**

- Response to intervention progress monitoring
- Student interest survey data utilization
- Student surveys
- Digital tools and usage reports and progress
- CA Dashboard indicators including Distance from 3 and sub-group movement

**Expectancies:**

Evidence of learner engagement through purpose, passion, power, and play.

Wide range of pedagogy and materials used to support personalized learning.

MTSS (multitiered systems of support) in place and functioning well.

Met Expectancies X

Expectancies Not Met\* \_\_\_\_\_

\* Intervention plan to focus on

<b>Actions to be taken to reach this goal:</b>	<b>Start Date / Completion Date:</b>	<b>Proposed Expenditures:</b>	<b>Funding Source:</b>
Teachers will gather a variety of data sets about students' interests, learning levels and utilize these in creating learning plans	August 2019 – June 2020		
Students will participate in project-based learning opportunities across classrooms and content area.	August 2019 – June 2020	\$4000	PTA Donations (teacher scholarship funds)
Students will participate in "passion" projects (ie. Film Guild, Science Fair, Math 24, Odyssey of the Mind, Robotics, Energy Team, ME Ambassadors, SOAR, SWPPP, etc)	August 2019 – June 2020	Science fair - \$1000 SOAR -\$1000 Library Lunch Clubs -\$1000 ME Ambassadors - \$1000 Math 24 - \$250  Total - \$4250	PTA Donations
Increase access to nonfiction and fiction books in each classroom library	August 2019 – June 2020	\$1000 per grade level x 7 grade levels  Total - \$7000	PTA Donations

**Potential Site Areas for Design and Research based on analysis:**

**1. How do we support all students through differentiated and personalized instruction and application of learning?**

**What's working well?**

- 6<sup>th</sup> grade – digital programs (read Theory, NewsELA, Math programs)
- Self-selection available
- Pre and post assessments
- Reading intervention is strong
- Small group instruction across content across grade levels
- Differentiating through questioning

**What do we need to continue to work on?**

- Meeting the needs of kids that are ready to accelerate in all subject areas
- Meeting the needs of the kids that are on the “cusp” in all subject areas.

**Questions or other thoughts?**

- What does math intervention look like?
- How do we get the support we need to start math intervention?
- How do we support the kids that are in the middle?

## **2. How do we support all students' social/emotional well-being?**

### **What's working well?**

- SOAR – positivity around campus, building peer relationships
- TRAC – started Dec 3, 2018
- Student of the Month – focused on World Ready Traits
- Visual messaging

### **What do we need to continue to work on?**

- Make sure to share information with parents
- Two-way communication about behaviors/concerns at school
- Supplement morning and lunch recess activities (parent volunteers, create “zones” on the playground for different activities)

### **Questions or other thoughts?**

- What PD is offered to teachers to truly understand all students' learning styles?
- How do we address trauma in our students?

### **3. How do we support more students in order to participate in “passion projects”?**

#### **What's working well?**

- Open ended projects (wax museum, expert speeches, SHARK tank)
- Choice in assignments
- Self- selected clubs during lunch in the library
- ME ambassadors - committees

#### **What's challenging?**

- Students are giving up their lunch recess to participate.

#### **Questions or other thoughts?**

- How do we create opportunities that aren't only at lunch?
- How do primary grade students also have these opportunities?