

**ENCINITAS UNION SCHOOL DISTRICT
PAUL ECKE ELEMENTARY SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2020-2021**

- I. Background Information
 - A. Title Page – School Name, CDS Code, Principal, Contact Info
 - B. School mission/vision
 - C. School profile (Include school branding / guiding principles information)
 - D. SARC report
 - E. School Site Council Membership Chart, Recommendations & Assurances, and Signature Page
- II. Federal, state, and local data
 - A. CAASPP, CELDT, and Title 3 scores and targets for school and all subgroups
 - B. Any other benchmark measurements or local assessments that the school would like to include
- III. Analysis of data above, local assessments, and previous years goals
 - A. Overall
 - B. Grade level results
 - C. Significant Subgroups
- IV. 5 District/Site LCAP Goals
- V. Areas of Focus for Actions and Services
- VI. Proposed Expenditures related to actions

The Single Plan for Student Achievement (SPSA)

PAUL ECKE CENTRAL



CDS Code: 37-680 80 – 60 3814s

Date of this Revision: November 7, 2020

This *Single Plan for Student Achievement* (SPSA) is a plan of action 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: Wes Sechrest

Position: Principal

Telephone number: 760-944-4323

Email address: Wesley.sechrest@eusd.net

The District Governing Board approved this revision of the School Plan on December 15, 2020

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Paul Ecke Central



School Profile

Paul Ecke Central (PEC) opened its doors in 1927. It is oldest of nine schools in the Encinitas Union School District. Located in the north coastal region of San Diego County, PEC currently serves approximately 650 students in grades K-6 in a single modified traditional calendar. The school day begins at 8am and ends at 2:20PM. In order to allow teachers an opportunity to meet, plan and collaborate, students are dismissed at 12:45pm on Friday afternoons. The school is comprised of 26 general education classrooms. There are 16 primary (K-3) with an average student teacher ratio of 24 to 1. There 9 upper (4-6) classes with an average student to teacher ratio of 31:1. PEC is schoolwide Title with approximately 28% receiving free or reduced lunch. The student population is representative of our diverse community with 17% English Learners, 32% Hispanic or Latino and 59% White, and 17% are receiving special education services.

Hybrid model for COVID 19 has adjusted some of the days/times of student learning



PEC VISION

We are Readers, Writers, Thinkers, Collaborators, Dreamers and Doers

MISSION

Paul Ecker Central School is committed to fostering a rich foundation of lifelong learning, where creativity and risk-taking are encouraged and valued. Students at PEC will develop self-respect, tolerance and appreciation for others and in the community. Our students learn to create innovative solutions for unique challenges in a technology-rich world. Ultimately, our students will be equipped with the skills to become productive citizens in our diverse, multilingual and multicultural community.

CORE VALUES

At PEC, we are:

- **Readers:** Learning about the world around us from books and other resources
- **Writers:** Sharing our thoughts, feelings and opinions through descriptive writing
- **Thinkers:** Planning solutions and making big connections
- **Dreamers:** Brainstorming creative and unique ideas
- **Doers:** Striving to always work hard and do our personal best
- **Collaborators:** Working together to appreciate the value of all students, families and cultures

School Accountability Report Card (SARC)

The School Accountability Report Card is available on the EUSD website here:

[http://www.eusd.net/wp-content/uploads/2020/11/PEC 2019 School Accountability Report Card CDE.pdf](http://www.eusd.net/wp-content/uploads/2020/11/PEC_2019_School_Accountability_Report_Card_CDE.pdf)

The SARC is a valuable source of information on student performance and conditions affecting the learning environment, including:

- *Pupil achievement, and progress toward meeting academic goals*
- *Expenditures per pupil and types of services funded*
- *Progress toward reducing class sizes and teaching loads*
- *The total number of credentialed teachers, the number relying upon emergency credentials, and the number of teachers working outside their subject areas of competence*
- *The quality and currency of textbooks and other instructional materials*
- *The availability of qualified personnel to provide counseling and other pupil support services*
- *The availability of qualified substitute teachers*
- *The safety, cleanliness, and adequacy of school facilities*
- *The adequacy of teacher evaluations and opportunities for professional improvement*
- *Classroom discipline and climate for learning, including suspension and expulsion rates*
- *Staff training and curriculum improvement*
- *The quality of instruction and school leadership*
- *The degree to which pupils are prepared to enter the work force*
- *The number of instructional minutes provided*
- *The number of minimum days scheduled*

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

Names of Members	Principal (1)	Classroom Teacher (3)	Other School Staff (1)	Parent or Community Member (5)
Wes Sechrest	X			
Tracy Hicks		X		
Tiffany Catledge		X		
Christina Reid			X	
Maria Figueroa				X
Jason Kreidman				X
Deirdre Ransavage				X
Ruth Solorio			X	
Dea Rivera				X
Yeni Nulutagua				X

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.
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:
 - School Staff (via, SSC, and/or staff meetings)
 - Paul Ecke Central (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:

Attested:

Wes Sechrest

School Principal

Wes Sechrest

Signature of school principal

11/19/2020

Date

Dea Rivera

SSC Chairperson

Dea Rivera

Signature of SSC chairperson

11/19/2020

Date

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.



Fall- Review Progress on state metrics
*CA Dashboard
CAASPP

May/June- Finalize and Approve SPSAs aligned with budget and LCAP

Fall -Determine areas for further study or intervention based on outliers in the data sets

Spring-Determine actions and services for following year. Design and research areas in progress

Winter/Spring- Gather additional data from local assessments, surveys

**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 :

Resource allocations to support this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Intervention aides, reading specialist and several trained teachers to provide reading intervention support to students who are two years below grade level.	September 2020-May 2021	\$178,796 Reading resource teacher, intervention teachers, instructional aides	Supplemental/ Core intervention/ Title I/ Site Funds
Professional development on Integrated and Designated ELD and transference training for DLI teachers	October 2020-May 2021	\$2,500 Contract and sub costs	Title I, Site Funds
Teachers will utilize Literably to monitor reading progress three times per year for English reading and planned for Spanish reading in the fall	August 2020-June 2021	No cost to site	District Funds
Other reading assessments such as Fountas and Pinnell and Accelerated Reader will be used to monitor reading progress as needed	August 2020-June 2021	\$3000 for AR license	Site Funds
Digital curriculum, including Newsela, Raz Kids will be used to supplement standards based instruction	August 2020- June 2021	\$4000 for site licenses	Site Funds

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:

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Monthly Principal's Chat will be calendared and held	August 2020 – June 2021	No cost	
Teachers will share data with parents twice a year at parent teacher conferences.	August 2020– June 2021	No cost	
Translation at parent meetings, schoolwide events, parent conferences, other documents as needed for schoolwide communication	August 2020- June 2021	\$3000 for translation	Title I
School will continue to share information and updates with parents via Blackboard connect, in the PTA Splash and on social media	August 2020-June 2021	No cost to site	District Funds, PTA
District and school will closely monitor chronic absenteeism with systems in place to ensure continued near 100% attendance	August 2020-June 2021	No cost to site	District, PEC front office

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
- 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:

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Safety drills will be held monthly and audits will be done regularly	August 2020 – June 2021	No cost	
Annual parent meeting to review school safety updates. Principal will send email to parents after drills to keep them informed about what we are reviewing for school safety preparedness.	Spring 2021	No cost	
Project Based Learning professional development will continue for teachers levels to further develop PBL units as an option for their PPD days	August 2020-June 2021	Consultant and subs	District
Campus groups like SWWPP, Film Guild, SOAR and Star Tech will provide additional 21 st century opportunities for our students in innovative ways	August 2020-June 2021	No cost to site	District funds
Designated enrichment classes will offer ways for our students to further develop health and wellness and environmental stewardship.	August 2020-June 2021	\$90,000 Enrichment teacher salaries	District funds/ PTA
Students and staff members will participate in weekly social-emotional lesson through program known as TRAC with goal of improving interrelations, self awareness, and self management	August 2020-June 2021	\$25,000	District funds/PTA split evenly

**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**

Expectancies:

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

Met Expectancies:

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
All teachers will participate in Personalized Professional Development.	October 2020– June 2021	\$500/teacher	District Funds
Benchmark planning and aligning Lucy Galkins with Benchmark	August 2020-June 2021	\$6,000 Contract and sub costs	Title I, Site Funds
In depth Project Based Learning planning for teachers who opt for additional planning in this area	August 2020-June 2021	See Goal 3 for expenditure	District
Transference training for DLI teachers	September 2020	See Goal 1 for expenditure	Title I

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.

Multi-tiered Systems of Intervention in place and functioning well.

Met Expectancies:

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Teachers will gather a variety of data sets about students' interests, learning levels and utilize these in creating learning plans	August 2020-June 2021	No cost	
Students will participate in project-based learning opportunities.	August 2020-June 2021	No cost	
Enrichment wheel will offer a variety of programs to further explore student interests beyond academics.	August 2020-June 2021	Enrichment teacher salaries See Goal 3 for expenditure	District Funds, PTA Funds
Schoolwide groupings (Seminars) will explore ways to address both language, reading and writing needs.	August 2020-June 2021	Teachers, intervention aides, enrichment & Reading Specialist, See Goal 1 for expenditure	Title I, Site Funds
Opportunities to develop other student interests will continue in SWWPP, Star Tech and Film Guild	August 2020-June 2021	No cost	

Additional Sections for COVID 19 and Paul Ecke Central Protocols

Link to PEC COVID 19 Plan: <https://docs.google.com/document/d/1rVDA8MPwuvbgMXye71KKI52SXVhkatWVvs1JSDcpsps/edit>

- The template mirrors the organizational structure of the CDPH industry guidance for schools and is modeled on the COVID-19 Prevention Plan for Schools Checklist. Schools are not required to use this template; however, doing so will ensure that the school's COVID-19 Prevention Plan responds to each of the elements in the industry guidance.

Learning Loss

- Regardless of our learning model, teachers will begin the year administering the Literably reading assessment and the iReady math Diagnostic assessment to all students. Teachers will continue to use formative assessments to determine student needs. School sites will use intervention teachers to support students who have already experienced learning loss or to support those who are at greater risk of experiencing learning loss.
- Our teachers use Literably and Fountas and Pinnell as literacy assessments to determine students' reading levels. We also use these scores to inform our Tier 2 intervention groups. During our Hybrid Model, our reading intervention teachers work with students virtually during their at-home days.
- PEC's intervention model known as DBCI is a multi-tiered system of academic and behavior interventions that address and engage students in interventions meant to help address difficulties.

Mental Health and Social Emotional Well-Being of staff and students

- We have a district-wide Social Emotional Learning (SEL) program entitled TRAC (Teambuilding, Regulation, Awareness, and Community). Each of our nine sites has a dedicated TRAC teacher who provides push-in lessons in all classrooms 2-4 times a month. The curriculum is based on CASEL's 5 Core Competencies. Classroom teachers are present for these lessons, and are asked to co-facilitate to ensure continuity between and follow-up after lessons. In addition, our TRAC teachers provide Tier 2 services to small groups of students in need of additional SEL support, determined by student and staff surveys.
- Our TRAC teacher provides one weekly in-person lesson to each class. In addition, our TRAC teacher works with small groups of students in a virtual setting during their at-home days. Our TRAC teacher sends out a monthly newsletter to our families and communities to share the SEL work happening in classrooms and across the school. In addition, our TRAC teacher has a website that parents and community members can use for reference

Pupil Outreach and Engagement

- Teachers will take attendance in their daily live sessions and will mark students absent by 9:00 AM each school day. If the student is not present in both scheduled synchronous and/or assigned asynchronous learning activities, the student must be marked absent in the district's official attendance program. If the student does not participate in either synchronous or asynchronous learning experiences provided by the teacher, then the lack of engagement needs to be documented and contributes towards the tiered strategies for re-engagement. For students who are identified for attendance and participation re-engagement intervention, site-based teachers, and mentors will implement the established re-engagement tiered plan.
- PEC teachers keep records of formal attendance (in person and at home) as well as daily student engagement in their asynchronous work through the LMS. 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. From there, the teachers will involve the principal or other staff who are able to support the student and/or the situation. At our school, our TRAC teacher is often involved as an added layer of support to re-engage a student.

Learning Continuity and Attendance Plan Template

- <https://drive.google.com/file/d/1GUto2FpwPXCmz7kQpKBdy81Q-K9eIYxR/view>

Potential Site Areas for Design and Research based on analysis:

2019

2-3 Questions (develop with SSC)

How will Paul Ecke Central ensure quality instruction for English Language Learners and monitor their progress/make adjustments to instruction as they move through the performance bands?

What systems will be put into place to welcome newcomer families to the Paul Ecke Central community and provide accessible instruction in English and Mathematics?

How will qualitative and quantitative data will be used to gauge effectiveness of Paul Ecke Central's Social Emotional Learning (SEL) program TRAC?

2020

How does the school evaluate, monitor, and address learning loss in Language Arts and Math for all student sub-groups?

How can the school bridge learning gaps that were experienced during school closure and hybrid model with 2 physical learning days?

How does the school evaluate, support, and address the social emotional needs of its students during the pandemic?