The Single Plan for Student Achievement (SPSA)

FLORA VISTA ELEMENTARY SCHOOL

CDS Code: 37 68080 6117709

Date of this Revision: November 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:

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Position:	Principal
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The District Governing Board approved this revision of the School Plan on _____**ENCINITAS UNION SCHOOL DISTRICT**

FLORA VISTA ELEMENTARY SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2020-21

COVID-19 Prevention Plan for Schools: 2020-2021

Flora Vista has supported the District's Learning Continuity and Attendance Plan in the following ways to address these three areas:

- Pupil Learning Loss
- Mental Health and Social Emotional Well-Being of staff and students
- Pupil Engagement and Outreach

Pupil Learning Loss

Teachers began the year administering diagnostic assessments to provide a baseline of performance and identify the areas and the extent where learning loss occurred. The Literably reading assessment and the iReady math Diagnostic assessment were administered to all students in 1st-6th grades at the beginning of the year. Single measures administered in a distance learning environment should not be relied upon to tell the whole story of a child at the beginning of any year, however, so teachers continue to use formative assessments to determine student needs. Flora Vista intervention staff (teacher and aide) support students who have already experienced learning loss, and support those who are at greatest risk of experiencing learning loss. Asessments in literacy and math determine students' reading levels and inform our Tier 2 intervention groups. During our Hybrid Model, our reading intervention teachers work with students virtually during their at home days, and provide some additional targeted on-site support to those students most at risk.

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

EUSD's Social Emotional Learning (SEL) program provides for a full-time TRAC teacher (Teambuilding, Regulation, Awareness, and Community). At Flora Vista, our TRAC teacher provides in-person lessons evey other week in all classrooms. The curriculum is based on CASEL's 5 Core Competencies. Classroom teachers are present for these lessons, co-facilitating to ensure continuity between and follow-up after lessons. In addition, our TRAC teacher provides Tier 2 services to individual and small groups of students in need of additional SEL support, as determined by student surveys/check-ins and staff collaboration. On the weeks the TRAC teacher does not see the class in person, students have a Choice Board for Social Emotional Learning engagement.

Pupil Outreach and Engagement

Teachers take attendance in their daily live sessions and mark students absent by 10:00 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, the teacher documents the lack of engagement and will begin to implement tiered strategies for re-engagement with site teams. 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, teachers reach out to the student and/or parents (dependent on grade level) to discuss the situation. After that (if not already done at the first stage), the teachers will communicate with the parents to determine what supports are needed. From there, the teachers will involve the grade-level colleagues, the principal, and/or other staff who are able to support the student and/or the situation. The TRAC teacher, School Psychologist, and Ed Specialist are often involved as an added layer of support for each grade level to brainstorm and implement re-engagement and intervention strategies for students.

FLORA VISTA ELEMENTARY SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2020-21

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

Flora Vista

Vision Statement

Our vision is to develop confident, competent, compassionate, competitive, and creative students. Our commitment is to provide a child-centered education of the highest quality. By utilizing the unique resources of home, school, and community, we seek to ensure a nurturing learning environment that values diversity and is rigorous in academic standards.

Mission Statement

Our mission is to provide a child-centered education that helps our students become self-directed learners, quality producers, collaborative team members, effective communicators, constructive thinkers and problem solvers, and responsible members of society.

To create Self-Directed Learners, we understand and meet the needs of individual students. We encourage independent decision-making and expect that students take responsibility for their own learning. We extend the responsibility of learning beyond the school day with relevant homework.

To create Quality Producers, we establish high standards and teach successful attainment of those standards. We incorporate technology into all aspects of the curriculum.

To create Collaborative Team Members, we develop and reward cooperative skills. We balance teamwork with individual responsibilities and create opportunities for all students to experience leadership roles.

To create Effective Communicators, we teach interpersonal skills and develop students' abilities in the writing process. We develop students' confidence in voicing their thoughts and opinions.

To create Constructive Thinkers and Problem Solvers, we provide opportunities for hands-on, interactive activities. We encourage original thoughts and products and present multi-faceted investigations.

To create Responsible Members of Society, we help students develop compassion and respect for others. We help students believe in themselves by recognizing their uniqueness.

School Profile

Flora Vista Elementary School, recognized as a California Distinguished School, opened in July of 1979 and is one of nine elementary schools in the Encinitas Union School District. Flora Vista's attendance area serves the Village Park area of Encinitas, a city situated along the north coast of San Diego County and often referred to as the "Surf and Flower Capital of the World". The school historically serves 450+ students in grades Kindergarten through sixth grade on a modified year-round calendar (currently 400 during the COVID pandemic due to families opting for Cloud Campus, private school, and home school options). We also house an Early Intervention Preschool and a YMCA Preschool Program (the latter expected to re-open in January 2020). At Flora Vista, our students benefit from our focus on "Leadership in Civics and Science", with much of our applied learning taking place at the intersection of those two foci. Our professional development is focused on improving student achievement in these and other areas that bring the critical thinking and information literacy work of the Common Core Standards into our students' lives. Students benefit from a technology-rich 1:1 device environment. Enrichment opportunities are available to all students, both in and out of the weekly Grade Level Professional Development time ("Wheel"): Music, Yoga, Science, and P.E. (in addition to that which is taught in the classroom). Before- and after-school day care are offered by the school district's ASPIRE Program, and numerous private after-school Enrichment Classes are offered on campus (after-school enrichment currently on hiatus due to COVID). Historically, in non-COVID times, there is a high level of parental involvement seen throughout the school. At this time, our community is engaging in distance/remote community-building events. The PTA, School Site Council and Encinitas Educational Foundation also work collaboratively

to support all students. Local facility bonds have supported modernization projects, which include 21st Century classrooms, green initiative projects, and facility upgrades and renovations.

School Accountability Report Card (SARC)

Academic and Assessment Information can be found on the EUSD website HERE.

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

http://www.eusd.net/school-accountability2/

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)
Chris Juarez	X			
Carrie Barron		X		
Kelly Cole		X		
Brianne McKown		X		
Jill Hutton			X	
Cathy Atkins				X
Stephanie Peters				X
Jane Tasker				X
Seth Levine				X
Erika Pike				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 TLC Committee, SSC, and staff meetings)
    - Flora Vista 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.

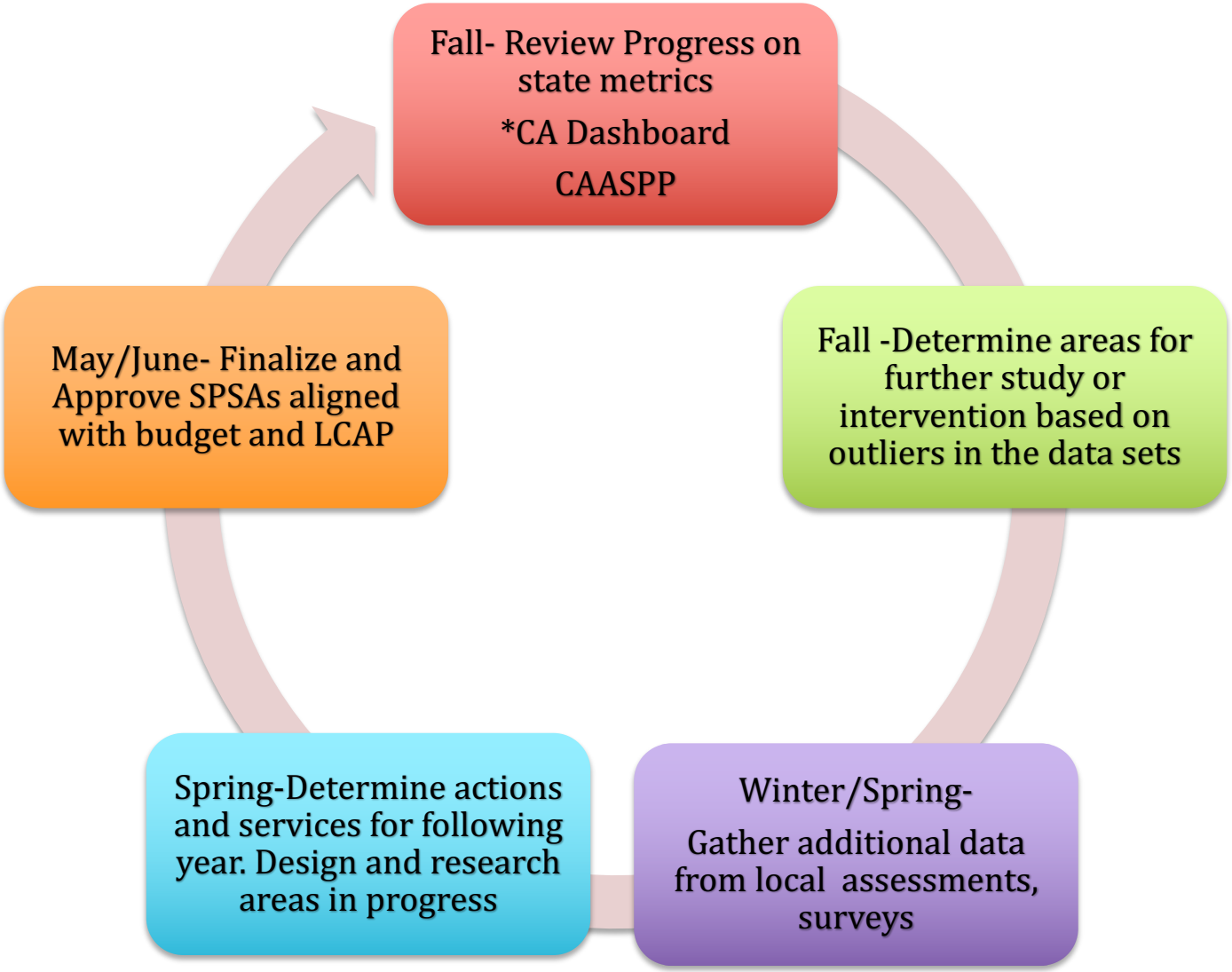
6. The school site council adopted this school plan on:

Attested:

Chris Juarez		12-1-2020
School Principal	Signature of school principal	Date
Jane Tasker		12-1-2020
SSC Chairperson	Signature of SSC chairperson	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
Fall -Determine areas for further study or intervention based on outliers in the data sets
Winter/Spring-
Gather additional data from local assessments, surveys
Spring-Determine actions and services for following year. Design and research areas in progress
May/June- Finalize and Approve SPSAs aligned with budget and LCAP

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 (Science) scores (2018-19 will provide baseline)
- California Dashboard Results
- ELPAC results
- Local assessments, projects and evaluations (report card grades, student notebooks) Intervention progress monitoring tools
- Student questioning/explanations
- Students using language of reasoning and argument across content conversations

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 _____

Expectancies Not Met* ___X____

(-) Drop in CAASPP scores: Fewer students attained grade level standards; Achievement gaps persist.

(+) Writing in math, science

(+) Evidence of student engagement through Passion, Purpose, Power, and Play
(+) TOSA support in GLPD for unit planning and implementation of NGSS, Science Notebooks
(+) Emerging to moderate MTSS in place with improvements to process and the support provided to teachers/students each year. Teachers documenting student progress.
(+) Range of intervention and extra support provided within school day.
(+) Extensive use of EUSD and site/district materials

* Intervention plan to focus on:

- **Further increase in intervention hours for 2019-2020 (increased in 2018-2019 also)**
  - **Tier 2 supplementing Tier 1**
- **More targeted documentation (what to document in Tier 1&2, and what may be extraneous)**
- **TRAC for 2019-2020 to provide Social Emotional Learning support to all students**
- **Staff/schoolwide communication structures**
  - **Highlight model practices from within site; Classroom & Science Teacher collaboration**
- **Ongoing teacher training opportunities in use of new iReady/Ready math materials**
- **Supporting teacher capacity in ELD instruction**
- **Student Goal-setting**

Resource allocations to support this goal:	**Start Date / Completion Date:**	**Proposed Expenditures:**	**Funding Source:**
All teachers will attend training for math committee-selected print and online iReady materials and included task resource	August 2019 – June 2020	EUSD-funded PD	District Funds
Site Program Support (Reading) Intervention Specialist ELD (English Language Development) and Math Instructional Aide	September 2019 – June 2020 September 2019 – June 2020	$14,619 $17,133 $9300 $9528	**Co-Funded** FV Intervention Budget EEF FV Intervention Budget EEF
Materials to Support the Instructional Program: 18 Gen Ed Classrooms, Enrichment, Supply & Art Room, Copy Paper, Consumables	August 2019 – June 2020	$26,600	FV Gen Ed Instructional Materials Budget

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
- Rate of teacher and parent questions about supports/interventions for students (how to receive, how to access)

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:

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Regular Principal's Chats will be calendared and held	August 2019 – June 2020	N/A	N/A
Teachers will share complete data with parents twice a year at parent teacher conferences; additional updates provided throughout the year	August 2019 – June 2020	N/A	N/A
Teachers will utilize Literably and other resources to monitor reading progress three times per year	August 2019 – June 2020	$32,000	District Funds

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:

- Attendance
- FIT report
- Parent surveys
- Energy, safety and green audits
- SEL indicators such as discipline records and surveys
- CA Dashboard Suspension data
- Student Project-Based Learning examples, "Passion Projects"
- TRAC indicators

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:

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Safety drills, walks and audits will be done regularly	August 2019 – June 2020	N/A	N/A
School climate survey	Spring 2020	N/A	N/A
Student Project-Based Learning focused on Environmental Stewardship, School Climate, and Civic Learning	August 2019 – June 2020	N/A	Instructional Materals and/or PTA budget when needed
Schoolwide focus on connectedness/ inclusivity (TRAC implementation in all classes, Start with Hello, Global Goals, Principal Assemblies, Inclusion in Action, buddies, SOAR, class meetings)	August 2019 – June 2020	TBD	Instructional Materals and/or PTA budget when needed District-Funded TRAC program

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 __X___

Expectancies Not Met* _____

* Intervention plan to focus on:

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
All teachers will participate in Personalized Professional Development.	August 2019 – June 2020	$500/teacher	District Funded

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
- Student projects

Expectancies:

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

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

MTSS in place and functioning well.

Met Expectancies __X__ (But always working on improving)

- Personalized learning for all students
- Impoving MTSS process and delivery of supports

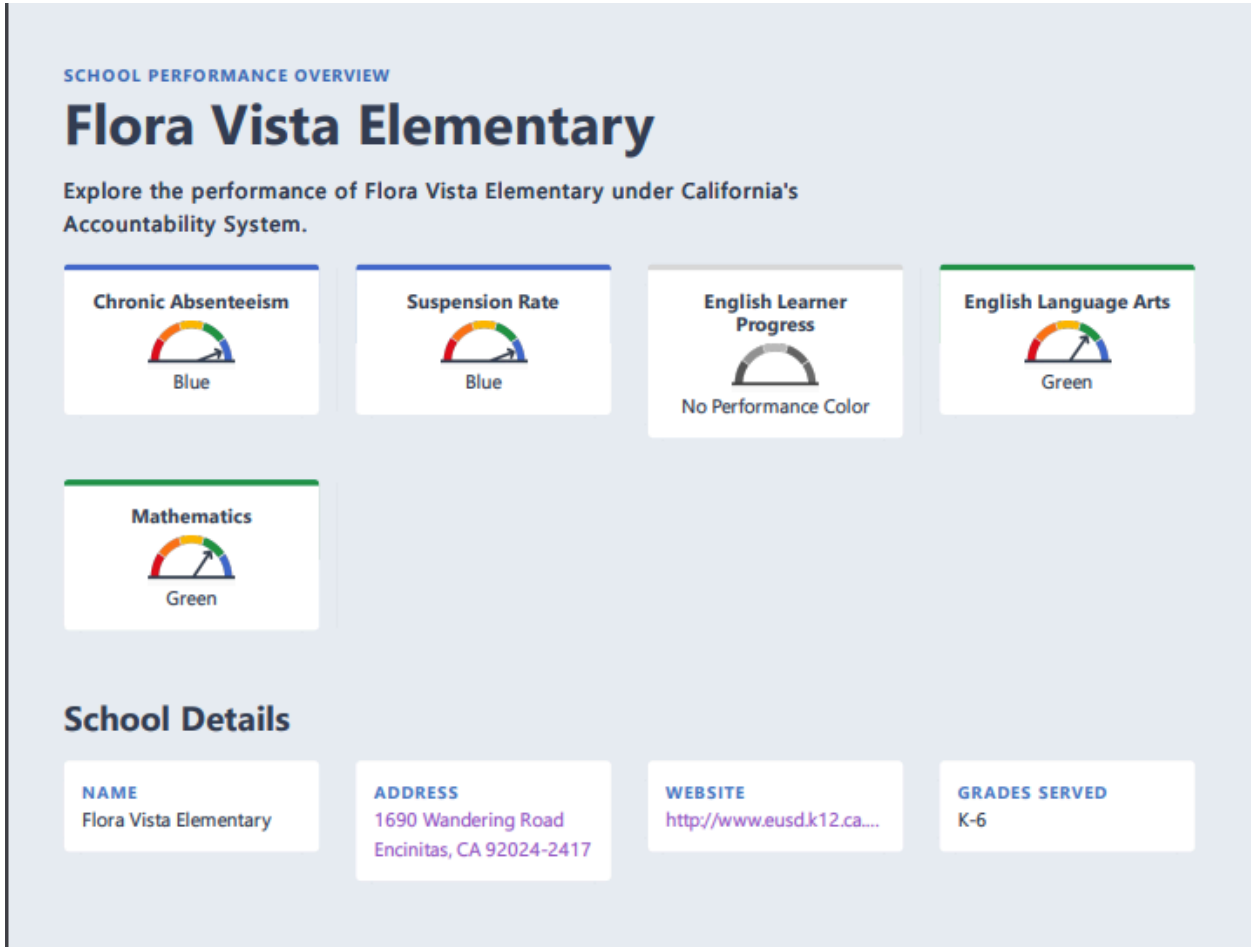
Expectancies Not Met* _____

* Intervention plan to focus on

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Teachers utilize a variety of data about students' interests and incorporate these in creating units and lessons	August 2019 – June 2020	N/A	N/A
Students will participate in project-based learning opportunities.	August 2019 – June 2020	N/A	Instructional Materals and/or PTA budget when needed
Teachers will participate in site-based and EUSD NGSS professional development, and will collaborate with teams and TOSAs in the planning and delivery of NGSS units and lessons.	August 2019 – June 2020	N/A	Instructional Materals and/or PTA budget when needed
Schoolwide focus on Civic Learning opportunities with real-world applications (e.g., Global Goals, Farm Lab design, passion projects, Safe School Planning, SWPPP, Film Guild)	August 2019 – June 2020	N/A	Instructional Materals and/or PTA budget when needed
District PD in area of Personalized Learning	August 2019 – June 2020	N/A	District-funded

Potential Site Areas for Design and Research based on analysis:
Driving questions: Learning **1. *"How do we best support learning in Math and Science"?*** **2. *How do we design and implement an effective MTSS (Multi-Tiered System of Support)?*** **Driving question: Personalized Learning** **1. How do we ensure challenging design and research experiences for all learners in which they demonstrate real-world application of learning (e.g., Design Thinking, DREAMS model).** **2. How do we ensure opportunities for all learners to apply principles & tenets of civic learning to real-world issues important to them (at any level from classroom to global)?**

Data Appendices



FLORA VISTA ELEMENTARY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Green

51.1 points above standard

Declined 15.8 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	0 Blue	

LEARN MORE

Mathematics

Green

50 points above standard

Declined 9.2 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	0 Blue	

LEARN MORE

English Learner Progress

English Language Proficiency Assessments for California Results

Level 4 - Well Developed

23.5%

Level 3 - Moderately Developed

29.4%

Level 2 - Somewhat Developed

11.8%

Level 1 - Beginning Stage

35.3%

FLORA VISTA ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
460	9.3%	3%	0.4%

FLORA VISTA ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

Blue

2.3% chronically absent

Maintained -0.4%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	1
Red	Orange	Yellow

2	1
Green	Blue

FLORA VISTA ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0.2% suspended at least once

Maintained -0.2%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

3	1
Green	Blue

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

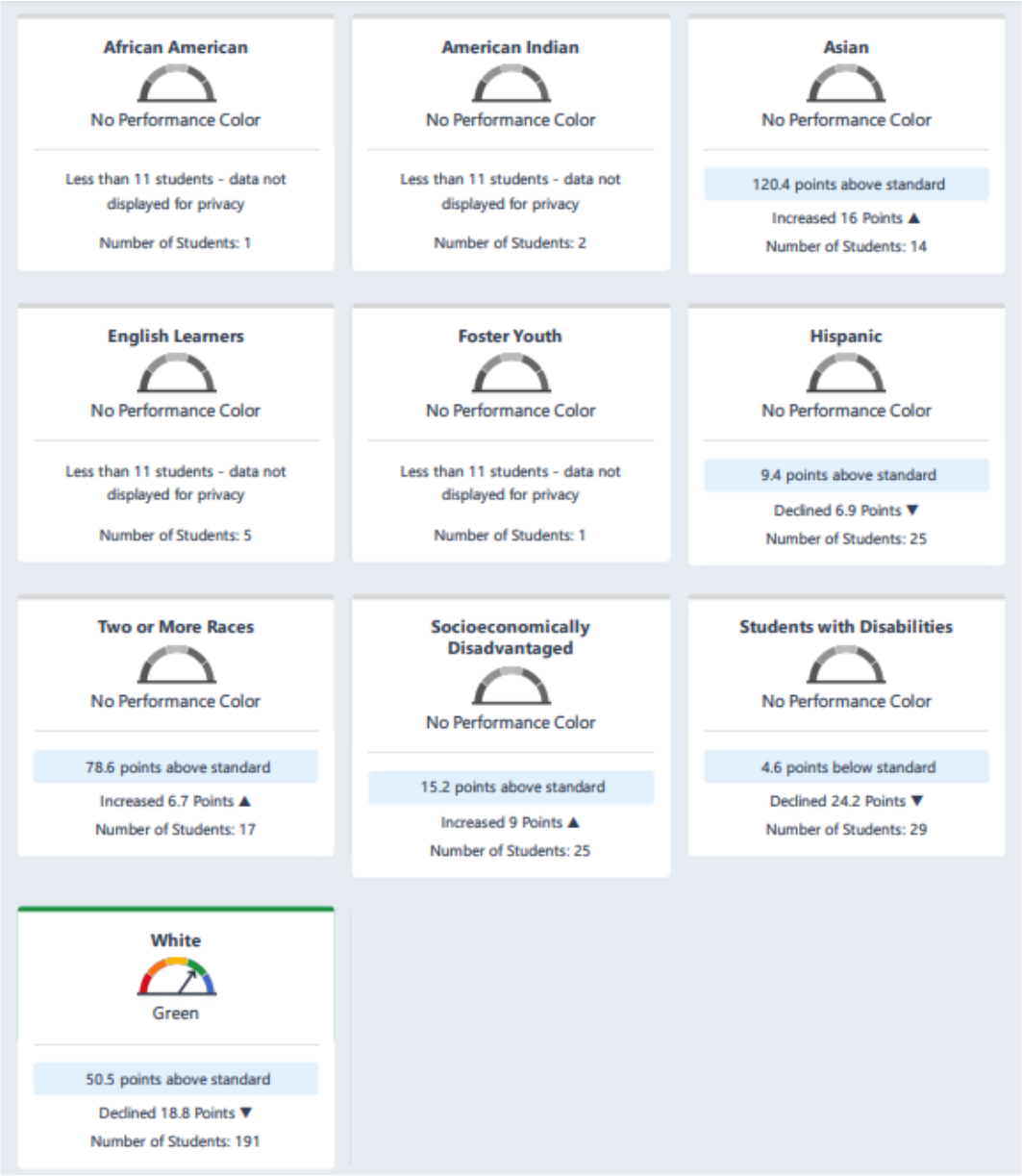
	2016	2017	2018
All Students	N/A	66.9 points above standard	51.1 points above standard

Distance From Standard (Mathematics)

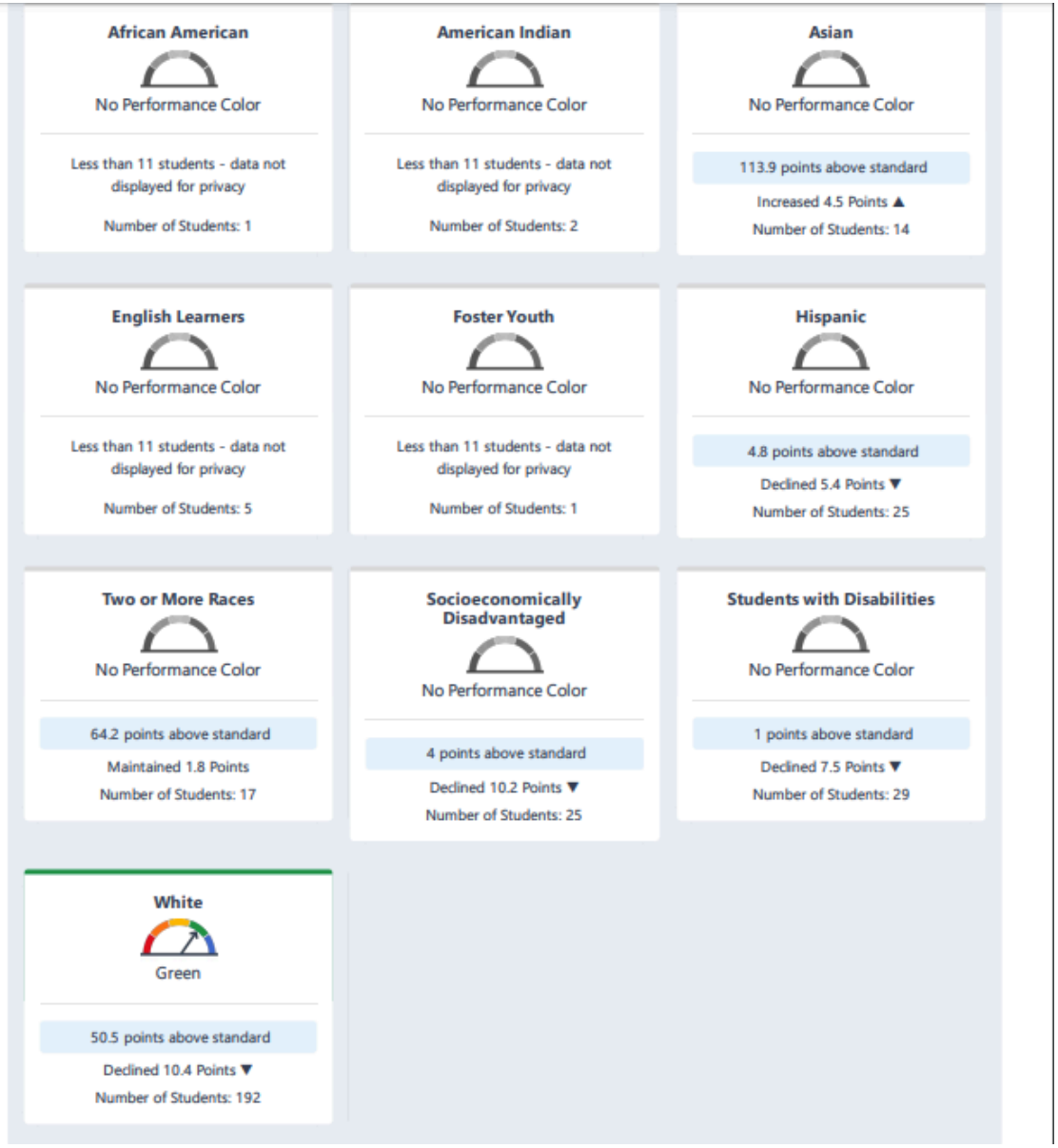
Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2016	2017	2018
All Students	N/A	59.3 points above standard	50 points above standard

Language Arts



Math


African American
No Performance Color
Less than 11 students - data not displayed for privacy
Number of Students: 1
American Indian
No Performance Color
Less than 11 students - data not displayed for privacy
Number of Students: 2
Asian
No Performance Color
113.9 points above standard
Increased 4.5 Points ▲
Number of Students: 14
English Learners
No Performance Color
Less than 11 students - data not displayed for privacy
Number of Students: 5
Foster Youth
No Performance Color
Less than 11 students - data not displayed for privacy
Number of Students: 1
Hispanic
No Performance Color
4.8 points above standard
Declined 5.4 Points ▼
Number of Students: 25
Two or More Races
No Performance Color
64.2 points above standard
Maintained 1.8 Points
Number of Students: 17
Socioeconomically Disadvantaged
No Performance Color
4 points above standard
Declined 10.2 Points ▼
Number of Students: 25
Students with Disabilities
No Performance Color
1 points above standard
Declined 7.5 Points ▼
Number of Students: 29
White
Green
50.5 points above standard
Declined 10.4 Points ▼
Number of Students: 192