The Single Plan for Student Achievement (SPSA)

FLORA VISTA ELEMENTARY SCHOOL

CDS Code: 37 68080 6117709

Date of this Revision: March 2024

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:	Chris Juarez
Position:	Principal
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	Encinitas, CA 92024
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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
2023-24

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

I. Background Information -
   - A. Title Page – School Name, CDS Code, Principal, Contact Info
   - B. Vision
   - C. School profile
   - D. SARC report
   - E. School Site Council Membership Chart, Recommendations & Assurances, and Signature Page

II. Federal, state, and local data
   - A. CAASPP & ELPAC data for school and all subgroups

III. Analysis of data above, local assessments, and previous years goals
   - A. Overall
   - B. Significant Subgroups

IV. 5 District/Site LCAP Goals

V. Areas of Focus for Actions and Services

VI. Proposed Expenditures related to actions

EUSD & Flora Vista Vision:

Igniting the limitless potential of all learners.

School Profile

Flora Vista Elementary School opened in 1979, and is one of nine award-winning elementary schools located in the Encinitas Union School District. We are located in the heart of Encinitas, in the beautiful and family-friendly Village Park area. Our school serves approximately 385 students in grades kindergarten through sixth grade.

Flora Vista has been recognized four times as a California Distinguished School by the California Department of Education, and has also won numerous awards for Civic Learning. In 2019, we were the only elementary school in California honored with the state's top honor, the *Civic Learning Award of Excellence*. We also house an Early Intervention Preschool and YMCA Preschool, and are a recipient of the CA Golden Bell Award for the preschool learning program.

Beginning in 2023-2024, our professional development has focused on increasing student achievement in the competencies highlighted in EUSD's *Framework for the Future*:

- **Empowered Learner:** Learners passionately pursue their interests by directing their own inquiry and learning.
- **Global Citizen:** Learners are culturally aware and environmentally responsible, making a positive impact on their community and world.
- **Innovative Thinker:** Learners solve complex problems by critically evaluating information, taking risks and exploring novel ideas and solutions.
- **Wellness Advocate:** Learners promote mental, social and physical well-being for themselves and others.
- **Skilled Communicator:** Learners compellingly speak, write, and present information with clarity to a variety of audiences.
- **Confident Collaborator:** Learners collaborate skillfully with others to pursue and achieve shared goals.

Enrichment opportunities are provided for all students, both in and out of the weekly Grade Level Professional Development time ("Wheel"), including Art, Yoga, P.E., and Science (in addition to that which is taught in the classroom for each content area). Social-Emotional Learning is a priority, and lessons incorporating the CASEL framework are also provided weekly to all classes via the "TRAC" program (Teambuilding, Regulation, Awareness, Community). Before- and after-school day care are offered by the Right at School program, and numerous private after-school Enrichment Classes are offered on campus.

Historically, there is a high level of parental involvement and volunteers on campus. The PTA, School Site Council and Encinitas Educational Foundation (EEF) 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, such as the addition of the new wing of modular classrooms which was added in 2023-24.

School Accountability Report Card (SARC)

The SARC is a valuable source of information on student performance and conditions affecting the learning environment, and is available on the EUSD website HERE. Academic and Assessment Information can be found on the EUSD website HERE ("Student Learning & Assessment" tab).

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.

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 (e.g. all-EUSD grade-level TLCs to support Learner Profile) • Teacher training for Foundational Reading Skills (K-2) and Cognitively Guided Instruction (CGI) in Math • Learning Management System and Digital Tools to support collaboration • Principal Support • Community Liaison • CAASPP Testing Infrastructure and Tools • English Language Learner Development Support Plan • Educational Base Program • Multilingual Learner Academy (Summer support for ELs) • Special Education Extended School Year (ESY)

- Multi-Tiered Systems of support for all learners
- Assessments and Monitoring Tools

Resources & Funding Source

- **District, FVPTA, and FVEEF Funding**
- **Site funding:**
  - **Site Program Support Teacher:** *$24,258; FV supplemental concentration budget, 0000091)*
  - **Instructional Texts & Materials:** *$24,520 General Education*

Indicators used by the site to analyze progress:

- CAASPP scores
- CAST (Science) scores
- 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:

Met Expectancies __X__

Expectancies Not Met _____

Feedback Towards Expectancies:

Teachers are using district/site tools to support student learning:

- **Social Studies**: Incorporating resources/materials (novels, S.S. Weekly) that look at history from multiple perspectives, variety of experiences.
- **Science:** Classroom teachers using more engaging resources/materials (Generation Genius)
- **Math/CGI:** Students are building their number sense and problem solving. Teachers are commenting that since primary teachers are using CGI, students come to 3rd and beyond with a greater understanding of numbers. Teachers and parents commenting "...it's exciting to see the kids thinking about numbers.."

- **Literacy, K-2**: Teachers are implementing systematic phonics instruction (Science of Reading through the use of UFLI and IMSE, which both use Orton Gillingham strategies). Some have been trained in Orton Gillingham. Students are learning how to "crack the code" of reading, and not simply guessing words when they read. In both programs there is a writing component that truly helps younger students develop strong spelling skills.
- **Literacy, Upper Grades:** Novel study texts are purposeful and weave in social studies themes, current events, equity work (*Land of Blue Dolphins*, 4th/SS; *Save a Seat*, 5th/Immigration; *Fish in a Tree*, 6th/Learning Disability.

Multi-Tiered Systems of Support (MTSS) supports equitable learning opportunities for all students.

- DBCI process/MTSS TOSA helps our grade level teams identify students who are experiencing challenges academically, socially, behaviorally.
- Branching Minds is used to analyze achievement of students, classes, grade levels, and our school as a whole. Teams analyze progress or lack thereof, and discuss next steps for instruction and/or extra support.
- Reading/Math assessments used to monitor student progress (Literably, AR, iReady, Core Phonics, teacher assessments)
- Three intervention teachers provide K-6 Tier 2 & 3 support in reading, writing, math, and ELD.
- SEL Tier 2 & 3 support provided by TRAC teacher, Counselor, and School Psychologist.
- Students receive support, many progress to at/near grade level, and exit intervention. Positive impacts on student academics, confidence, and success overall.

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

<u>Recommendations/Needs</u>

- Additional staff training for implementing systematic phonics instruction
- More planning time for teachers to create the CGI math problems together (this is in addition to the CGI training).
- The science teacher would like to see a stronger curriculum as the current resources don't flow and they are not flexible based on the needs of the students. Also there is a need for funding for science resources.
- More resources that provide accurate/balanced perspectives (e.g., 4th grade and Gold Rush)

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

Resources & Funding Source

- Resources are EUSD-funded

Indicators used by the site to analyze progress:

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

Expectancies:

Met Expectancies ___X___

Expectancies Not Met _____

Feedback Towards Expectancies:

- Highly attended workshop for parents on Teaching Young Students to Read (aligned with Science of Reading).
- School uses various means of parent communication tools to share regular updates - streamlined. The E-Weekly newsletters have been great - getting all the messages out to families. District has the Google Calendar that parents appreciate.

- Some teachers put math instructional videos on their Google Classroom to help families better understand and support math at home.
- School gets regular feedback from parents, staff, and students around site operations and programs.
- The Learner Profile development involved school staff and parents in development and feedback cycles.
- Shifted awards assembles to schoolwide and to recognizing Learner Profile competencies; feedback has been very positive.
- PTA puts on a lot of events (e.g., last spring was a family picnic). Jog-A-Thon was a huge success! Polar Plunge was successful.
    - Not a lot of teachers come to PTA events.
- There are not a lot of parents coming to meetings (PTA, Principal Chats).
- Classroom Community Events in many classes, family attendance rate is very high (e.g., 1st Grade Writer's Showcase, 3rd Grade Force/Motion Science Carnival Day).
- FV staff social gatherings; highly attended.

Recommendations/Needs

- More math support for parents.
- Principal will do a short video recording of updates/information, so families can view in shorter chunks of time when it works best for them
- Involve student council in updating families about school-based information.
- Plan for how to best encourage teachers to come to/participate in PTA events.

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

Resources & Funding Source

- Resources are EUSD-funded

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:

Met Expectancies ___X___

Expectancies Not Met_____

Feedback Towards Expectancies:

Green/Innovative Learning:

- School garden and outdoor classroom/learning spaces are utilized.
- BCK supports students and staff in various programs at FV (Hydroponic towers, sustainability practices/food insecurity, composting).
- Classroom/grade level sustainability Green Team projects (e.g., recycling, parking lot idling reduction).
- All students recycle/sort food and materials at lunch via Scrap Cart, to divert waste.
- Halloween Costumes Donation/Reuse Drive: Supported families in need and all families/environment by reusing, not wasting.
- Book Donation Drive to recycle books into the hands of other families.

Safety/Health/Wellness:

- TRAC lessons improve every year, tailored to site needs; Tier 2 support; TRAC messaging around campus
- Yoga/PE teacher plays organized games at recess and lunch time
- Support staff teachers provide spaces for students to go during lunch and recess when they want a safe space/quiet place to be.
- Libraries offer safe spaces and alternatives for kids to outdoor recess activities
- Safe School Ambassadors program (SSA) launched
- Student Council and Mini Student Council collaborating to foster school spirit, engagement, and support safety
- Ongoing training for staff for all emergency scenarios (use of walkies, deployment of teams, etc.)
- Ongoing updates of physical facility to improve emergency response (e.g., clearing of gate areas, updated signage and cameras)

- Site is maintained and cleaned to high standards.

Other:

- Students report they know what is going on throughout campus, they know where to sign up for things, and what events/happenings are going on.
- This year a new wing of classrooms replaced dated portables.

Recommendations/Needs

- Additional hours for Library Media Aide position
- Expand library into adjacent room to allow for "Reading Room" and other library activities in main library space
- SSAs work as lunch buddies with the kindergarten students.
- Garden: Teachers report that information about using the garden is not clear. Create a schedule or Google Form sign-up form, and encourage a garden volunteer in each class.

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

District Areas of Focus:

- Staff compensation
- Increased compensation for Enrichment and TRAC teachers
- Technology support
- New Teacher Support
- Professional development for all staff
- Professional development pathways offered for all staff (CGI, OG/UFLI, Behavior Support, ELD)

Resources & Funding Source

- Resources are EUSD-funded

Indicators used by the site to analyze progress:

- Professional Development Implementation
- Staff surveys
- PD reflections

Expectancies:

Met Expectancies ___X___

Expectancies Not Met_____

Feedback Towards Expectancies:

- There is a site level staff development plan that includes personalized professional development opportunities for all teachers
- New & ongoing training for CGI
- Training for Foundational Reading Skills (IMSI, UFLI)
- FV retained almost all staff last year: Classroom teachers, TRAC, Science, PE, Counselor, and MTSS TOSA.
    - Retaining high-quality staff strengthens our community. Students feel more safe on their campus knowing these trusted adults over a period of time, which also fosters campus engagement and participation.
- Parents constantly speak to high quality of classroom teachers and support staff
- EUSD now offers new-teacher induction support to enrichment teachers

Recommendations/Needs:

- Keep the staff that we have

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 emphasis for all learners

Resources & Funding Source

- Resources are EUSD-funded except for a small portion site is able to fund with existing unrestricted materials allocation ($25,000 for all materials throughout the year).

Indicators used by the site to analyze progress:

- Response to intervention progress monitoring
- Student surveys
- Digital tools and usage reports and progress
- Student projects

Expectancies:

Met Expectancies ___X___

Expectancies Not Met _____

Feedback Towards Expectancies:

- Wide range of pedagogy and materials used to support personalized learning.
- Funds used for grade level/classroom texts/resources that emphasize representation, culture, and diversity. Curriculum and instructional materials are selected and used that accurately reflect the diversity among student groups. Students are learning about history from multiple perspectives, people whose stories have not been told. Novels are updated using engaging and relatable content.
- Neurodiversity is recognized as a component of the equity work and is celebrated in community messaging & events (with support from Special Ed Parent Council), TRAC lessons, and text choices.
- Ongoing professional development supports a positive school climate and culture, promoting student engagement and a feeling of safety. Classroom teachers and the TRAC teacher are intentional in integrating this work throughout each week.
- Teachers are intentional about teaching to the whole child.
- Learner Profile PD and EUSD grade-level TLCs have increased amount and quality of personalized learning opportunities:
    - Traditional units revised (e.g., Heroes, Immigration, Ancient Civilizations), as well as new opportunities.
    - Students thinking about who they are as learners, and set personalized goals
- Teachers provide students a choice of articles based on their interests when given a social studies/reading/writing assignment.
- Students choose what type of art they are interested in learning about and can locate artists to contact and talk with students.
- Student Council provides schoolwide vote to identify causes to support

- Library: Mrs.Wilson uses Pathful Connect in the media center. Students can choose who/what they want to learn about, ask questions, and meet experts via zoom to talk and learn.
- Falcon Awards shifted to recognizing Learner Competencies, allowing for a strength of every student to be publicly celebrated
- MTSS program (see Goal 1) supports FV in meeting diverse needs of every learner

Recommendations/Needs:

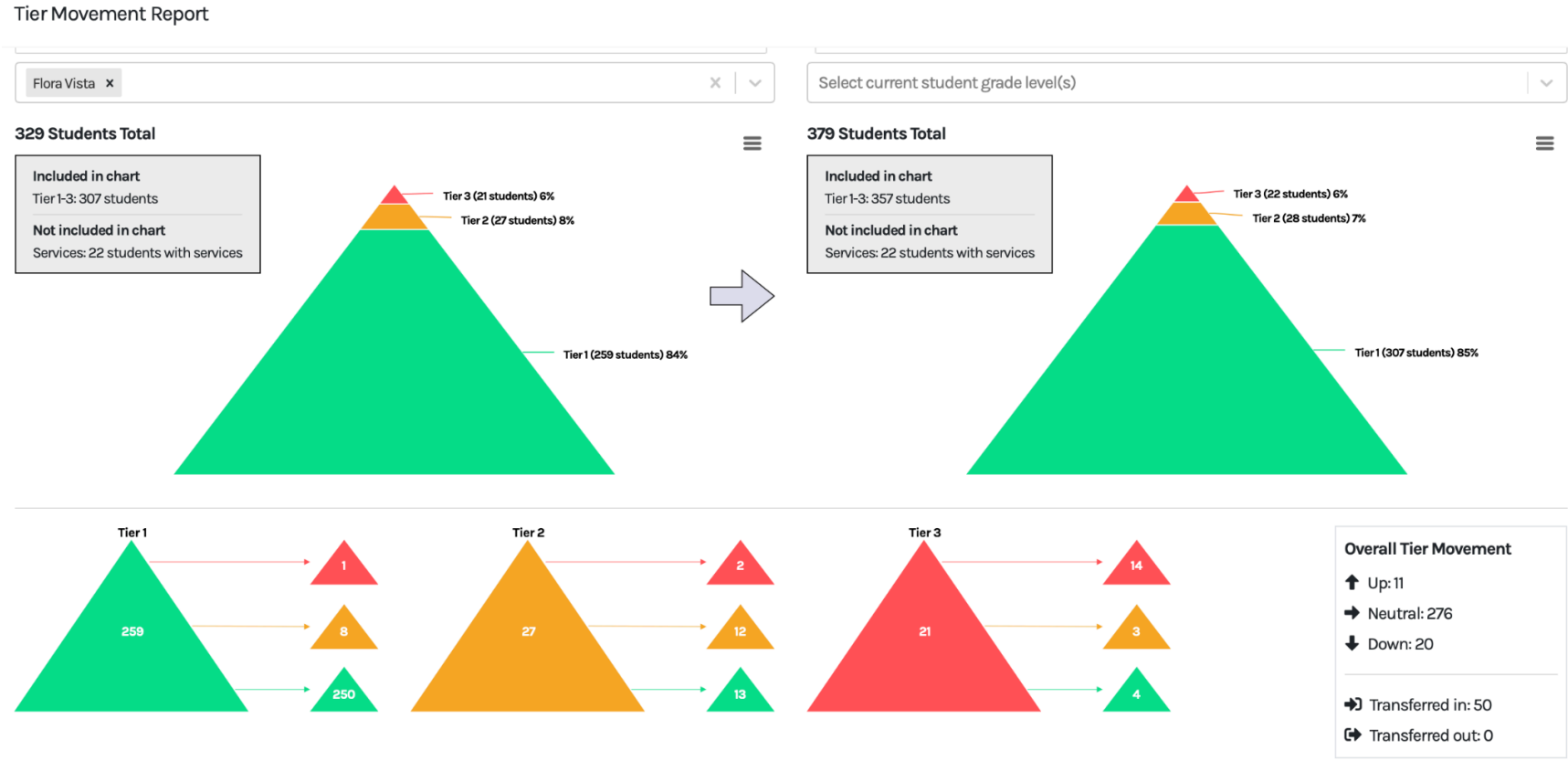
- Equitable "exemplary programs" among school sites (our school is smaller, we don't have the funds to have programs like other schools (music, garden for example), so less opportunities for students when we can't offer a variety of programs. Note: EUSD Enrichment restructure for 2024-25 should begin to address this.
- Ways to encourage more staff engagement in PTA activities, like the school carnival, fall festival (e.g. booths at culture fest/heritage festival with crafts and food), Gingerbread Breakfast, etc.?

California School Dashboard Information

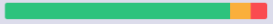
HERE

(Spring 2023 CAASPP/CAST Test)

TIER MOVEMENT REPORT: Beginning of Year 2023 to January 2024



TIER LEVEL REPORT: Reading Q1

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	# Services	Total Enrollment
	Flora Vista	307	28	22	357	5	22	384
	Kindergarten	36	5	3	44	0	1	45
	1st Grade	43	8	0	51	0	1	52
	2nd Grade	29	1	2	32	2	6	40
	3rd Grade	49	3	3	55	1	2	58
	4th Grade	54	4	7	65	1	2	68
	5th Grade	52	5	1	58	0	6	64
	6th Grade	44	2	6	52	1	4	57

Prop 28 Site Plan:

Integrating Music and Art education into elementary school curriculum nurtures creativity, critical thinking, and holistic development in young minds. These disciplines provide a unique avenue for students to express themselves, fostering a sense of individuality and self-discovery. Music education enhances cognitive abilities, improving memory, concentration, and mathematical skills through the understanding of rhythm and patterns. Similarly, Art education encourages visual thinking, spatial reasoning, and fine motor skills, promoting a well-rounded cognitive development. Exposure to Music and Art cultivates cultural appreciation, fostering an understanding and respect for diversity.

With our Prop 28 funds of $47,873 we will supplement our Music and Visual Arts instructional program to provide our students with 75 minutes of biweekly Music or Art instruction. Students will receive two quarters of Music instruction and two quarters of Visual Arts instruction for the school year. This will include using Music and Visual Art curriculums that aligns with the Visual and Performing Arts (VAPA) content standards for California in Music and in Visual Arts. This will also allow for students to have access to instruments and art supplies to enrich and enhance their Music and Art learning experiences.

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			
Kyle Myers		X		
Jessica Alban		X		
Brianne McKown		X		
Nicole Berg			X	
Ally Hanlon				X
Brittani Gurwitt				X
Jeff Ladman				X
Cathy Atkins				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.

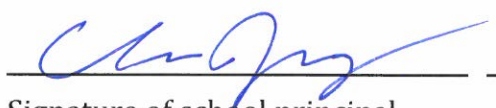
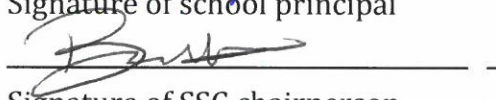
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:
   - School Staff (via TLC Committee, SSC, and staff meetings)
   - Flora Vista Parents (via input at School Site Council meetings)
   - Community Members via LCAP Input Process (teachers, support staff, parents, students)

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: March 13, 2024

Attested:

Chris Juarez		3/15/24
School Principal	Signature of school principal	Date
Brittani Gurwitt		3/15/24
SSC Chairperson	Signature of SSC chairperson	Date