ENCINITAS UNION SCHOOL DISTRICT

LA COSTA HEIGHTS ELEMENTARY SCHOOL

SINGLE PLAN FOR STUDENT ACHIEVEMENT
2023-2024
37 68080 6106132
CDS Code

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:	Christie Kay
Position:	Principal
Telephone Number:	(760) 944-4375
Address:	3035 Levante Street Carlsbad, CA 92009
E-mail Address:	christie.kay@eusd.net

School Overview

Mission Statement

Inspiring Learners, Empowering Leaders

School Overview

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, La Costa Heights Elementary is 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 La Costa Heights has also been recognized as a National Blue Ribbon School and recently as a California Gold Ribbon School. In addition, La Costa Heights was recognized in 2018 as a California Civics Award School of Merit, in 2019 as a California Civics Award School of Distinction, and in 2020 as a California Civics Award School of Excellence.

We offer a full academic program from kindergarten through sixth grade to approximately 600 students. Children explore and demonstrate their abilities through challenging academic activities as well as creative art, music, PE, yoga, and science lab.

School hours are extended Monday through Thursday to allow for weekly modified days on Friday. These days serve as collaboration days for the staff to meet as grade levels, in vertical teams, or to partake in professional development. Conversations center around student needs and decisions are made based on formative data analysis. Modified Fridays are also used to align CCSS with curriculum, review current research, establish performance standards, collaborate and create grade level formative and summative assessments, and share effective instructional strategies that are assessed through multiple measures.

La Costa Heights has adopted The Leader in Me Program. We believe that every staff member and every student on our campus is a leader, and we will help everyone find the leader inside themselves. With this cultural perspective, we are positively impacting all children we serve in all capacities.

La Costa Heights has an active volunteer base. Volunteers regularly serve on the PTA (Parent Teacher Association), SSC (School Site Council), EEF (Encinitas Education Foundation), and various committees such as kindness, green team, and garden. Volunteers also help to support students in classrooms and assist in school activities.

The teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. To ensure learning for all students, we provide intervention support during the day with a focus on reading.

School Accountability Report Card (SARC)

The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress toward achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators. LCH SARC is linked HERE.

SSC 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent/ Guardian
Christie Kay	X			
Nancy Miksad		X		
Sandra Chapman		X		
Kelli Wintergate		X		
Anti Haskell			X	
Nancy Dugery				X
Rebecca Dorn				X
Kristen Gregory				X
Laurel Douglas				X
Anna Strike				X

Recommendations & 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 consisted 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 these 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 staff meetings)
   ✓ La Costa Heights Parents (via input at SSC meetings)
   ✓ La Costa Heights EL Parents (via input at ELAC meetings)
   ✓ La Costa Heights Students (via Student Leadership Participation)

4. The school site council reviewed the content requirements for school plans of programs included in the 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 12, 2024.

Attested:

Christie Kay
School Principal
Signature of School Principal
3·18·2024
Date

Kristen Gregory
SSC Chairperson
Signature of School Principal
3·18·2024
Date

School Data

CA Dashboard Data

Link La Costa Heights Dashboard: https://caschooldashboard.org/reports/37680806106132/2023

Branching Minds - Reading

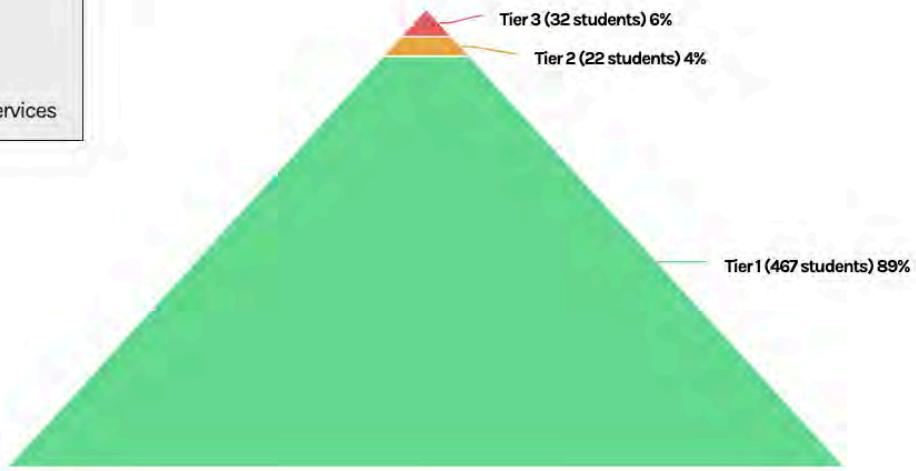
01/09/2024

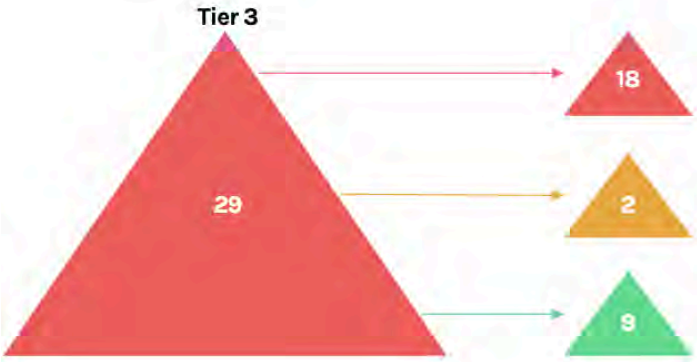
Select current student grade level(s)

550 Students Total

Included in chart
Tier 1-3: 521 students

Not included in chart
Services: 29 students with services





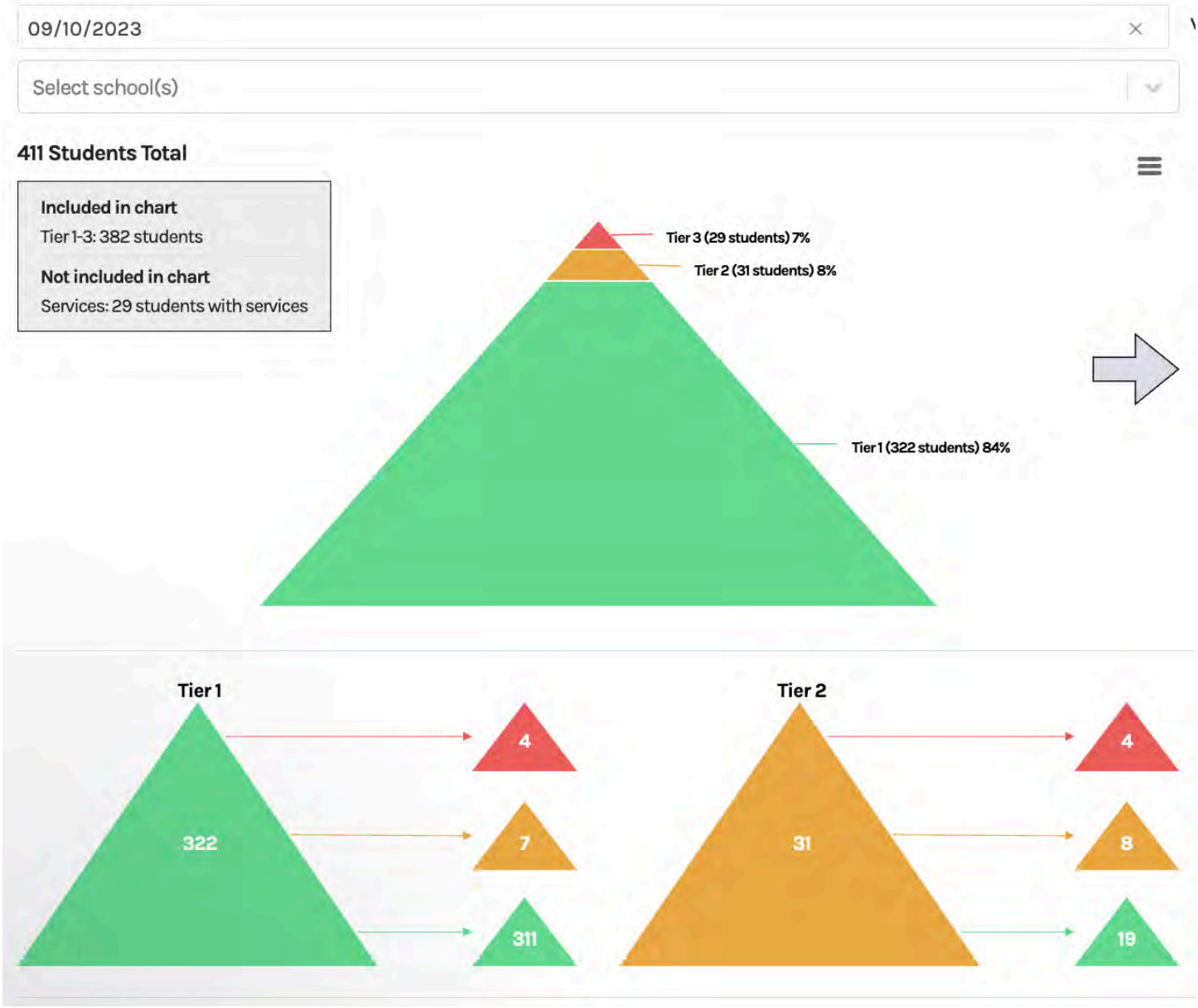
Overall Tier Movement

- Up: 15
- Neutral: 338
- Down: 30

- Transferred in: 138
- Transferred out: 0

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	# Services	Total Enrollment
	La Costa Heights	466	22	32	520	61	28	593
	Kindergarten	42	2	1	45	28	0	73
	1st Grade	69	5	1	75	2	3	80
	2nd Grade	55	2	8	65	0	2	67
	3rd Grade	84	3	4	91	1	4	96
	4th Grade	70	4	4	78	7	10	95
	5th Grade	66	3	7	76	3	5	84
	6th Grade	80	3	7	90	3	5	98

Branching Minds - Math



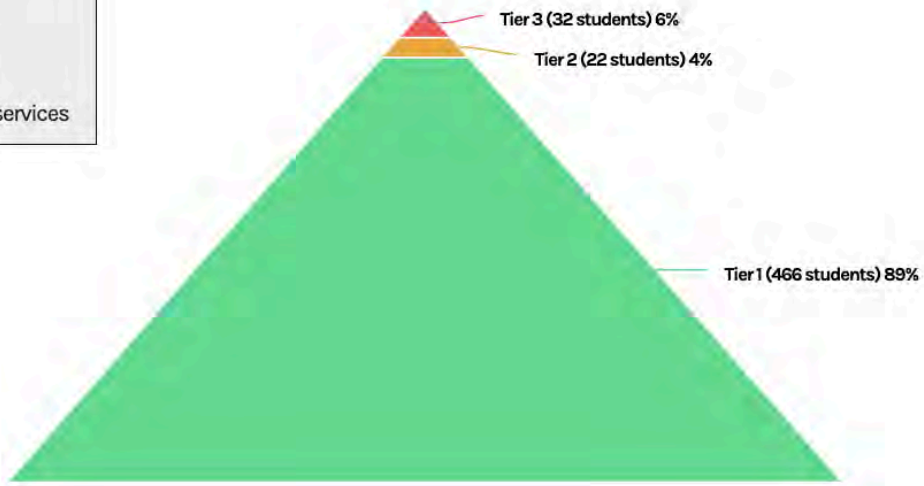
01/10/2024

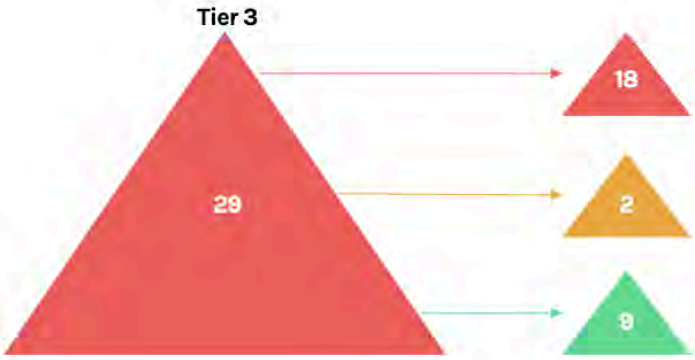
Select current student grade level(s)

549 Students Total

Included in chart
Tier 1-3: 520 students

Not included in chart
Services: 29 students with services





Overall Tier Movement

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Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	# Services	Total Enrollment
	La Costa Heights	464	33	11	508	58	29	593
	Kindergarten	25	2	3	30	43	0	73
	1st Grade	65	5	5	75	2	3	80
	2nd Grade	56	6	3	65	0	2	67
	3rd Grade	88	4	0	92	1	3	96
	4th Grade	75	8	0	83	7	5	95
	5th Grade	70	5	0	75	1	8	84
	6th Grade	85	3	0	88	2	8	98

Goals

Goal #1

Demonstrate high levels of learning in English Language Arts, Math, Science and History Social Science.

__X__Met Expectations

____ Expectations Not Met

District & Site Areas of Focus: ● Teacher training and support for curricular design and adjustment ● MTSS ● Science of Reading ● CGI Math ● Emergent Literacy (TIDE) ● Math Scope & Sequence ● NGSS resources ● Cross school & grade level collaboration ● Writing rubrics ● Incorporate Learner Profile & competencies	**Indicators used by the site to analyze progress:** ● CAASPP Scores ● CAST Scores ● California Dashboard Results ● ELPAC results ● District assessments (ex. Literably, iReady) ● Site or grade level assessments, projects, evaluations
Resources: ● MTSS ToSA ● DBCI Process for student data and MTSS process ● Grade Level Release Days ● Primary teachers trained in Orton Gillingham ● ULS Science & Social Studies (TIDE) ● Reading Intervention ● Reader Leaders ● Assessment tools (ex. Core Phonics) ● Teacher walkthroughs - Learner Profile bright spots	**Feedback and Recommendations:** ● Vertical Collaboration ● Consider new curriculum for TIDE math ● Consider new resources and curriculum for social studies ● Science of reading training across all grade levels ● Writing curriculum and training ● Wheel science aligned with grade level standards ● Academic vocabulary alignment at school site

Goal #2

Foster parent, staff and community engagement by involving them in district/school activities and keeping them informed through various communication forms in order to enhance learning.

__X__Met Expectations

____ Expectations Not Met

District & Site Areas of Focus:

- Site Bilingual Liaison
- District Bright Spots and newsletter
- Community Groups (ex. School Site Council, PTA, Sped Parent Council)
- Community Events (ex. Carnival, Family Dance)
- Equity Podcast
- Open Communication
- Opportunities for feedback and collaboration

Indicators used by the site to analyze progress:

- Attendance at events, meetings, and synergy gatherings
- Engagement in communication sources
- Volunteer engagement
- Survey responses
- Social Media engagement
- Parent/guardian attendance during parent/teacher conferences

Resources:

- Morning Announcements (including sending to families)
- Wise Owl Weekly Newsletter
- Social Media
- Volunteer Opportunities
- PTA and school sponsored events and school events throughout the year
- Leaders on Stage
- Student lighthouse
- Student voice in decision making
- Principal Chats
- Text and email
- Safety Updates from Principal
- Student led parent teacher conferences
- Weekly newsletters from teachers
- Monthly Synergy Gatherings

Feedback and Recommendations:

- Wheel Newsletter
- Expand equity training and resources for families
- Student voice in board meetings
- Student voice in IEP meetings

Goal #3

Improve and maintain safe, green, and innovative learning environments and promote health and wellness.

__X__Met Expectations

____ Expectations Not Met

District & Site Areas of Focus:	**Indicators used by the site to analyze progress:**
● School safety planning and training ● Environmental sustainability ● Technology infrastructure ● Facility improvements ● TRAC ● Yoga ● Farm Lab ● Enrichment Programs ● District wellness policy	● Survey responses ● Green audits ● CA Dashboard data (ex. Attendance & suspension data) ● Morning meetings in classrooms ● Student well-being
Resources: ● BCK Partnership ● Final Friday Recycling ● Student Green Team ● Before school running club ● TRAC lessons weekly ● Tier 2 and Tier 3 SEL support ● School Counselor ● Recess Lounge ● Movement breaks for students	**Feedback and Recommendations:** ● Increase outdoor learning spaces ● More opportunities for natural light in classrooms ● Increase windows that open in classrooms ● Options for covering fluorescent lights ● California native plant landscaping ● Reduce food waste (ex. Share basket) ● Trash pick up and zero waste at lunch campaign

Goal #4

Train and retain highly qualified staff to facilitate the personal and academic success of each student.

__x__Met Expectations

____ Expectations Not Met

District & Site Areas of Focus:	**Indicators used by the site to analyze progress:**
● MTSS ToSA ● Professional Development ● Compensation ● New Teacher Support (ex. Induction program)	● Staff surveys ● Professional development feedback and reflections ● Staff retention
Resources: ● Grade level professional development days across all sites ● MTSS ToSA and District ToSA teacher support ● Orton Gillingham training ● CGI Math training ● Behavior pathways training ● ELD training ● Equity Committee & Trainings ● Site brightspots walkthroughs ● Health benefits for enrichment and IAs	**Feedback and Recommendations:** ● Continue to work on diversifying staff ● Consider stipend for TIDE IAs ● Consider all IAs CPI trained ● Science of reading training across all grade levels

Goal #5

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.

__X__Met Expectations

____ Expectations Not Met

District & Site Areas of Focus:

- Learner Profile and competencies
- MTSS
- Personalized learning experiences
- Equity focus
- Redesign of enrichment

Indicators used by the site to analyze progress:

- Survey data
- CA Dashboard indicators
- Leadership notebooks with student goal setting

Resources:

- Resources for new books - increase representation of diverse students
- MTSS ToSA
- Reader Leaders
- Intervention resources and training
- OG training & resources
- UFLI resources
- Wheel classes - *new next year STEM Innovation Lab
- Leadership notebooks
- Small group learning
- Passion Projects
- Leaders on Stage
- After school enrichment program coordinated by our site liaison

Feedback and Recommendations:

- Continue to add more resources to increase books with an equity lens
- Continue to identify opportunities for guest speakers to model voices beyond LCH
- Continue project tuning with learner profile focus
- Grade level vertical alignment with project based and personalized learning experiences
- Updating scope & sequence to include learner profile competencies

Proposition 28

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 $76,388 we will supplement our Music and Visual Arts instructional program to provide our students with 60-75 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.