The Single Plan for Student Achievement (SPSA)

PAUL ECKE CENTRAL

CDS Code:37-680 80 – 60 3814s
Date of this Revision: January 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: 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 April 2024

ENCINITAS UNION SCHOOL DISTRICT
PAUL ECKE ELEMENTARY SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2023/2024

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

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		
Matt Gutierrez		X		
Sarah Breech		X		
Ruth Solorio			X	
Lea Pilgrim				X
Stacy Reddell				X
Julie Nuñez				X
Melissa Ellis				X
Allison Duffy				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:

   X School Staff (via, SSC, and/or staff meetings)

   X 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	Wes Sechrest	3/15/24
School Principal	Signature of school principal	Date
StacyReddell	SReddell	3/15/2024
SSC Chairperson	Signature of SSC chairperson	Date

Paul Ecke Central

School Profile

Paul Ecke Central (PEC) opened its doors in 1927. It is the oldest of nine schools in the Encinitas Union School District. Located in the north coastal region of San Diego County, PEC currently serves approximately 580 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 28 general education classrooms. PEC features two programs on one campus. Half of the school is in a Dual Immersion setting (English and Spanish) and the other learning in English. There are 16 primary (K-3) with an average student teacher ratio of 24:1. There 10 upper (4-6) classes with an average student to teacher ratio of 31:1. PEC is schoolwide Title 1 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.

PEC VISION

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

MISSION

Paul Ecke 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)

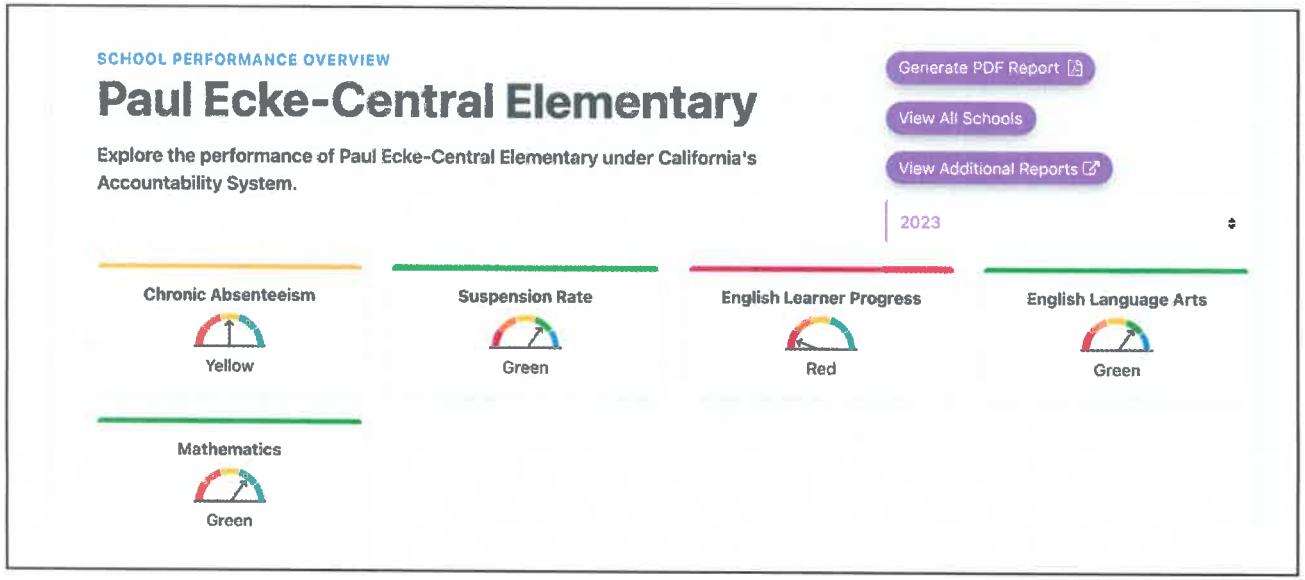
The School Accountability Report Card is available on the EUSD website here:
Paul Ecke Central School Accountability Report Card (link)

School Performance Overview (CAASPP Results on California Dashboard)

California School Dashboard and System of Support
California's accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population.

California's Accountability System
California's accountability system is based on a multiple measures system that assess how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard). The links below connects you directly to the Dashboard, supplementary reports, and supportive resources created to help parents, educators, and communities navigate through the state's accountability system.

California School Dashboard Paul Ecke Central Elementary (link)



Proposition 28 California

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 Paul Ecke Central Elementary 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.

PEC	$77,934

Response to Intervention (RTI) and Multitiered System of Student Support

A Multi-Tiered System of Supports (MTSS) employs data based **problem-solving techniques** to integrate academic and behavioral instruction and intervention. MTSS is a framework used to provide targeted support to struggling students. The goal of MTSS is to intervene early so students can catch up with their peers. MTSS screens all students and aims to address academic and behavior challenges. Paul Ecke MTSS Report 2023/2024 (link)

ELA

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	# Services	Total Enrollment
	Paul Ecke Central	404	44	86	534	2	46	582

MATH

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	# Services	Total Enrollment
	Paul Ecke Central	420	70	21	511	41	30	582

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
- Response to Intervention and Multi-Tier'ed System Support

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: Yes

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 below grade level.	August 2023 – February 2025	$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 2019-May 2020	$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 2023 – February 2025	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 2023 – February 2025	$3000 for AR license	Site Funds
Digital curriculum, including Newsela, Raz Kids will be used to supplement standards based instruction.	August 2023 – February 2025	$4000 for site licenses	Site Funds
Systematic phonics instruction and early literacy. K-2 Teachers trained in Orton Gillingham	August 2023 – February 2025	No cost to site	District Funds
Teachers and staff trained in EUSD Learner Profile with Mission and Vision	August 2023 – February 2025	No cost to site	District 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 and Blackboard Connect
- Parent Engagement/Family Series
- Improved print and digital communication
- Community Liaison
- Family Workshops for Targeted Populations
- Foster Youth Supports
- Community Outreach
- BOOST Events

Indicators used by the site to analyze progress:

- Attendance at parent conferences
- Parent surveys
- Attendance at events such Enrichment Showcase, Family nights, Principal Coffee Chats, 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: Yes

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Title I annual meeting.	August 2023 – February 2025	$200 for snacks, child care	Title I
Frequent Principal's Chat will be calendared and held.	August 2023 – February 2025	No cost	None
Teachers will share data with parents twice a year at parent teacher conferences.	August 2023 – February 2025	No cost	None
Family Math, Family Author Nights, Bilingual Author Nights (PIQE).	August 2023 – February 2025	$500 for materials, food, staff, custodial	Site Funds, PTA Funds
Translation at parent meetings, schoolwide events, parent conferences, other documents as needed for schoolwide communication.	August 2023 – February 2025	Per hour rate	Title I
School will continue to share information and updates with parents via Blackboard Connect, in the PTA Splash and on social media.	August 2023 – February 2025	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 2023 – February 2025	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
- 5th Grade PE testing
- PEC Green Team and BCK partnership

Expectancies:

Site is maintained and cleaned to high standards.

School programming supports environmental stewardship and health and wellness pillars.

Met Expectancies: Yes

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 2023 – February 2025	No cost	None
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.	September 2023	No cost	None
Students in grades K- 6th will participate in annual Farm Lab field trips where the focus is on environmental stewardship	August 2023 – February 2025	Cost of bus transportation	District Funds
Campus groups like SWWPP, Film Guild, SOAR and Star Tech will provide additional 21st century opportunities for our students in innovative ways	August 2023 – February 2025	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 2023 – February 2025	$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 2023 – February 2025	Teacher salary	District funds

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**
- **EUSD TLC's and PEC site TLC's**

Indicators used by the site to analyze progress:

- Development Plans and Implementation
- Staff surveys
- PD reflections

Expectancies:

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

Met Expectancies: Yes

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
All teachers will participate in Professional Development.	August 2023 – February 2025	District Funds	District Funds
Transference training for DLI teachers.	September 2019	See Goal 1 for expenditure	Title I
K-6 Grade level planning days (2x per year).	August 2023 – February 2025	Cost of substitute teachers	District

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:

- 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 and progress monitoring
- Student interest survey data utilization
- Student surveys
- Digital tools and usage reports and progress
- CA Dashboard indictors 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: Yes

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 2023 – February 2025	No cost	None
Students will participate in project-based learning opportunities.	August 2023 – February 2025	No cost	None
Enrichment wheel will offer a variety of programs to further explore student interests beyond academics.	August 2023 – February 2025	Enrichment teacher salaries See Goal 3 for expenditure	District Funds, PTA Funds
EUSD Teacher to Teacher Professional Development.	March 2024	All EUSD Staff	District Funds
Opportunities to develop other student interests will continue in SWWPP, Star Tech and Film Guild.	August 2023 – February 2025	No cost	None

Potential Site Areas for Design and Research based on analysis:

2024 Update:

- **What defines chronic absenteeism and how does PEC improve daily attendance, stress the importance of school, and its effect on learning? How can the district support these initiatives.**
- **What support and instruction will be provided to further promote the learning and growth of our second language learners to attain reclassification status before middle school?**
- **How will PEC successfully implement a new Enrichment model that cohesively integrates new programs with classroom curriculum?**

Chronic Absenteeism for 2023/2024 School Year

Our school community will reduce the number of students of two or more races who are chronically absent by monitoring the students using the Data-Based Collaborative Intervention (DBCI) process and providing support through individualized intervention plans.

Proposition 28

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Paul Ecke Central amount: $77, 934