

The Single Plan for Student Achievement

PAUL ECKE CENTRAL ELEMENTARY



CDS Code: 37 68080 6038145

Date of this revision: March 2026

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.

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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Encinitas Union School District

The District Governing Board approved this revision of the School Plan on April 2026

**ENCINITAS UNION SCHOOL DISTRICT
PAUL ECKE CENTRAL ELEMENTARY
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2025/2026**

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- II. Background Information
 - A. School profile
 - B. School mission/vision
 - C. SARC report

- III. District/Site LCAP Goals

- IV. School Performance Overview
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School Profile

Paul Ecke Central



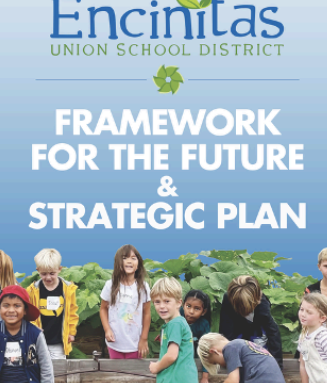
School Profile

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 560 students in grades K-6 in a single modified traditional calendar. The school day begins at 8:00 a.m. and ends at 2:20 p.m.. In order to allow teachers an opportunity to meet, plan and collaborate, students are dismissed at 12:45pm on Friday afternoons. The school has 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 14 primary (K-3) classes with an average student teacher ratio of 24:1. There are 10 upper grade (4-6) classes with an average student to teacher ratio of 31:1. PEC is schoolwide Title 1 with approximately 20% that would qualify for free or reduced lunch. The student population is representative of our diverse community with 13% English Learners, 32% Hispanic or Latino and 59% White, and 11% are receiving special education services.

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.

Other services include 4 reading intervention teachers, 1 math intervention teacher, 1 ELD teacher and 1 credentialed social emotional and behavior support teacher. Students have access to a library/media center once a week with their class, and during, before, or after school 5 times a week. In addition, all students in Kindergarten through sixth grade have 1:1 iPads.

Right at School and the YMCA offer after care programs, and there is an option of paid enrichment programs after school day. There is a high level of parent involvement seen throughout the school including classroom volunteers, help with our school gardens, and as guest presenters. The PTA, School Site Council, English Learner Advisory Committee and Encinitas Educational Foundation also work collaboratively to support all students.

The image is a cover for a document titled "FRAMEWORK FOR THE FUTURE & STRATEGIC PLAN" for the Encinitas Union School District. The top half has a light blue background. At the top, the "Encinitas" logo is in a large, dark blue serif font, with a green leaf icon above the 'i'. Below it, "UNION SCHOOL DISTRICT" is written in a smaller, dark blue sans-serif font. A green recycling symbol is centered below the district name. The title "FRAMEWORK FOR THE FUTURE & STRATEGIC PLAN" is in large, bold, white sans-serif capital letters. The bottom half of the image features a photograph of a diverse group of young children of various ethnicities and ages, smiling and standing behind a wooden planter box filled with green plants. The children are wearing casual clothing like t-shirts, sweaters, and overalls. The overall tone is positive and community-oriented.

Encinitas
UNION SCHOOL DISTRICT

**Encinitas Union School District
ignites the limitless potential
of all learners.**

- Joy**
Through an intentional focus on the whole person, we create joyful learning environments for everyone.
- Belonging**
We ensure everyone feels valued, affirmed and celebrated.
- Integrity**
We practice honesty, transparency, and vulnerability to cultivate trust.
- Service**
We use our skills and resources to positively impact the environment and the lives of others.
- Innovation**
We are curious, creative and resourceful in pursuit of novel solutions to complex problems.



Outcome 1: Redefine Student Assessment Practices
Student assessment practices expand to a holistic definition of success that values each student's uniqueness by assessing their growth and progress in academics and the outcomes in the EUSD Learner Profile.

Outcome 2: Redefine Teacher Professional Learning
Professional Learning supports educators to increase their knowledge and ability to design and facilitate learner experiences through personalized, flexible, collaborative, and joyful learning opportunities.

Outcome 3: Implement Learning Experiences
Employer educators to design and facilitate learner-centered opportunities aligned to the EUSD Learning Experiences that yield desired outcomes for all students.

Outcome 4: Redefine Community Engagement
Foster partnerships with community organizations, industry, and families to increase opportunities and access to real-world learning experiences. Engage with the community to support and promote the learning of all students.

Outcome 5: Increase Belongingness
We ensure everyone feels valued, affirmed, celebrated and included.

- Nurture a meaningful and engaging learning community
- Cultivate a sense of belonging
- Partner with learners to reach their full potential

School Accountability Report Card (SARC)
The School Accountability Report Card is available on the EUSD website here:
[Paul Ecke Central Elementary School Accountability Report Card \(link\)](#)

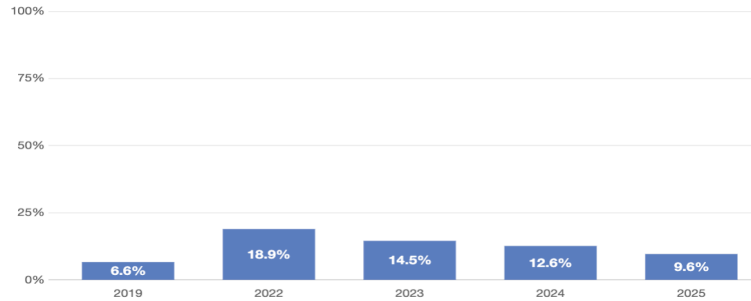
District and Site Goals

Goal #1 Our site will demonstrate high levels of learning in English Language Arts, Math, Science and History Social Science.	
Progress Made in 25-26:	Regular deep analysis of assessment data to inform instruction for ALL students: • Weekly DBCI Team meetings and quarterly DBCI Days • Use data to determine intervention needs in both reading and math • Implement targeted interventions and support programs specifically designed to address gaps • Implementation of after school math tutoring • Hiring of PEC Math Intervention position English Learners: • Implement targeted interventions and support programs specifically designed for English Learners • Regular communication about student progress, opportunities for families to participate in school activities, and culturally responsive outreach • PEC "Reclassified" its highest number of ELLs in many years due to focus and efforts of language acquisition Efforts to reduce chronic absenteeism: Chronic absenteeism continues to decline from 12.6% in 2024 to 9.6% 2025 • Focus on early intervention and support for students who are at risk of becoming chronically absent • Working with families to identify and address barriers to attendance, and exploring solutions such as supporting transportation assistance and fostering a positive school climate that encourages regular attendance • Increased awareness and messaging during ELAC Meetings about consistent attendance • Paul Ecke Central was recognized on a California State Honor Roll and received a California Senate recognition for improved performance in Reading, Mathematics, and Science

Chronic Absenteeism Rates:

Chronic Absenteeism By Year

Percentage of students who were chronically absent at least 10 percent or more of the instructional days that they were enrolled to attend in school.



Feedback and Recommendations for 26-27:

- In the annual LCAP event, students shared that it would be ideal to have more extra curricular activities, both during the day and after school.
- Teachers are looking forward to a potential Math and Writing Curriculum

Areas of Focus for 26-27:

- Continue to conduct a deep analysis of assessment data to inform instruction for ALL students.
- Continue to address the needs of English Learners.
- Continue efforts to reduce chronic absenteeism.
- Continue to foster additional math training and student opportunities for growth.

Resources & Funding Source for 26-27:

District Funded:

- MTSS Tosa /DBCI Days
- District ELD Teacher
- During and after school ELD program 5 days a week.
- Benchmark ELD Curriculum
- Community Liaison
- Branching Minds Monitoring system
- STAR Literacy Assessment
- iReady Math and IXL (math)

Site Funded

- Math intervention teacher 5 days a week (\$22,000)
- After school math tutoring 2 x per week (\$10,000)
- 4 reading intervention teachers(\$90,000-Title 1 Budget)
- Additional Math/ELA resources (\$,2000)
- Intervention Materials and Books (\$,1000)

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.

Progress Made in 25-26:

- Focus groups such as School Site Council and Superintendent Student Advisory Panel, PTA, EEF, and ELAC
- Monthly Principal Newsletter
- Frequent updates with email and text messages
- Weekly PTA newsletter and social media.
- 99% attendance at parent conferences
- Community Liaison regular parent communication
- Strong attendance at events such as community events, principal chats, PTA meetings etc.
- School closely monitors chronic absenteeism

Feedback and Recommendations for 26-27:

- Students shared they enjoyed being part of Superintendents Advisory Panel
- Students shared they would enjoy some additional leadership roles such as ASB or additional student clubs
- PTA is looking to capture additional volunteer support, considering that many legacy members are matriculating on to middle school
- It is likely that additional and/or separate newsletter will exist for Paul Ecke Central, El Camino Creek, and Park Dale Lane

Areas of Focus for 26-27:

- Principal will continue weekly all call/email
- The school will continue to share information and updates with parents in the PTA NewsLetter and on social media.
- School will closely monitor chronic absenteeism with systems in place
- Continue to meet regularly with ELAC, PTA, ELAC and EEF committees

Resources & Funding Source for 26-27:
District Funded

- Hotspots/ internet support
- Blackboard Connect
- Peach Jar Flier system
- Teachers will share data with parents twice a year at parent teacher conferences.
- Community Liaison
- Family Workshops for Targeted Populations
- CRC Shelter student supports

Site Funded

- Translation at parent meetings, schoolwide events, parent conferences,

	other documents as needed for schoolwide communication (\$1000) <u>No cost</u> • PTA NewsLetter • Social media
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Goal #3 Our site will maintain and improve safe, green and innovative learning spaces that promote health and wellness.	
Progress Made in 25-26:	Safety • Safety drills held monthly and audits done regularly • Site Disaster Plan updated and distributed in August • School Site Safety Plan (CSSPP) updated and reviewed with local authorities- approved by EUSD BOE in November 2025 • Annual parent meeting to review school safety updates. Environmental Sustainability • Students in all grades will participate in annual Farm Lab educational experiences where the focus is on environmental stewardship. • Student Green team • Climate Action projects- 6th grade w/BCK • Garden Science education w/ BCK partnership Extracurricular Personalized learning choices • Film Guild • EEF Choir • Math 24 • Safe School Ambassadors Enrichment Programs • TRAC (SEL) programing, PE/Yoga, VAPA- Music/ ART, STEM
Feedback and Recommendations for 26-27:	• PEC students raved about their teachers, stated that they feel safe at school, and have both friends and adults they can trust • Students appreciated that there are gates and that the doors are locked • Parents will continue to get notices about safety drills that are conducted • Student want additional club options at lunch and after school
Areas of Focus for 26-27: Feedback and Recommendations:	Resources & Funding Source for 26-27:

Safety - Continue with all required safety measures: CSSP, disaster plan, and regular Drills - Continue with communication about safety measures - Continue with regular safety walkthroughs with safety team Green - Continue partnership with BCK including green team and Garden Science Innovation - Continue with designated enrichment classes which offer ways for our students to further develop health and wellness and environmental stewardship. - Build Film Guild and Math 24 participation	<u>District Funded</u> - TRAC (SEL) programing and Teacher - PE/Yoga Teacher - VAPA- Music/ ART- Prop 28 funding - STEM teacher (50%) - Film Guild <u>Parent Funded- PTA/EEF</u> - STEM teacher (50%) - Garden Science teacher- 2 days a week
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Goal #4 Our site will train and retain highly qualified staff.	
Progress Made in 25-26:	- Regular teacher evaluation using District Tier 1 and Tier 2 Evaluation systems - Teacher coaching by both MTSS TOSA and site Principal - Monthly Professional Development both site and District focus - PD reflections- Exit tickets - Staff and parent surveys
Feedback and Recommendations for 26-27:	- Formal and informal feedback given to teachers on a regular basis continues to improve instructional practices - Both ECC and PDL will have a split MTSS TOSA/Admin Designee during the 2026/2027 school year - PEC will continue to place importance on vertical articulation with grade level planning days
Areas of Focus for 26-27: - Continue with regular teacher evaluation using District Tier 1 and Tier 2 Evaluation systems - Continue regular meetings between principal and district Triad groups to further develop coaching strategies.	Resources & Funding Source for 26-27: <u>District Funded:</u> - MTSS/ DBCI Days for each grade level 3 times a year - K-6 Grade level planning days (2x per year)

	- EUSD Teacher to Teacher Professional Development. <u>Site Funded</u> - Regular site TLCs/ Professional development on school focus of ELD and math focus
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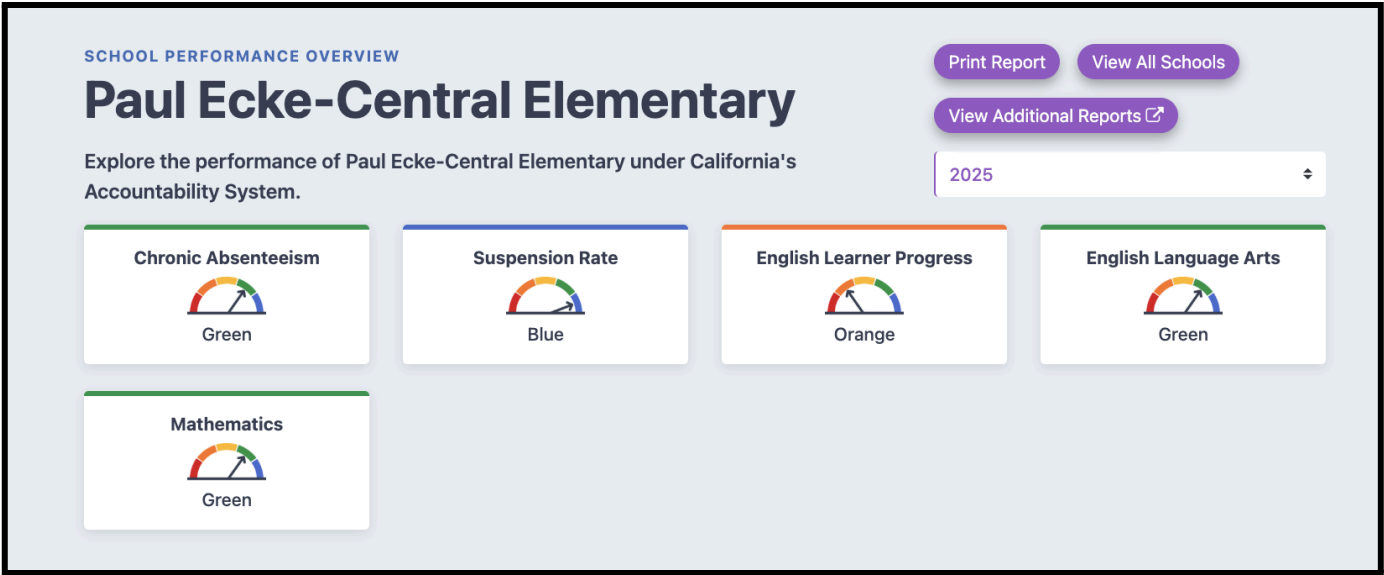
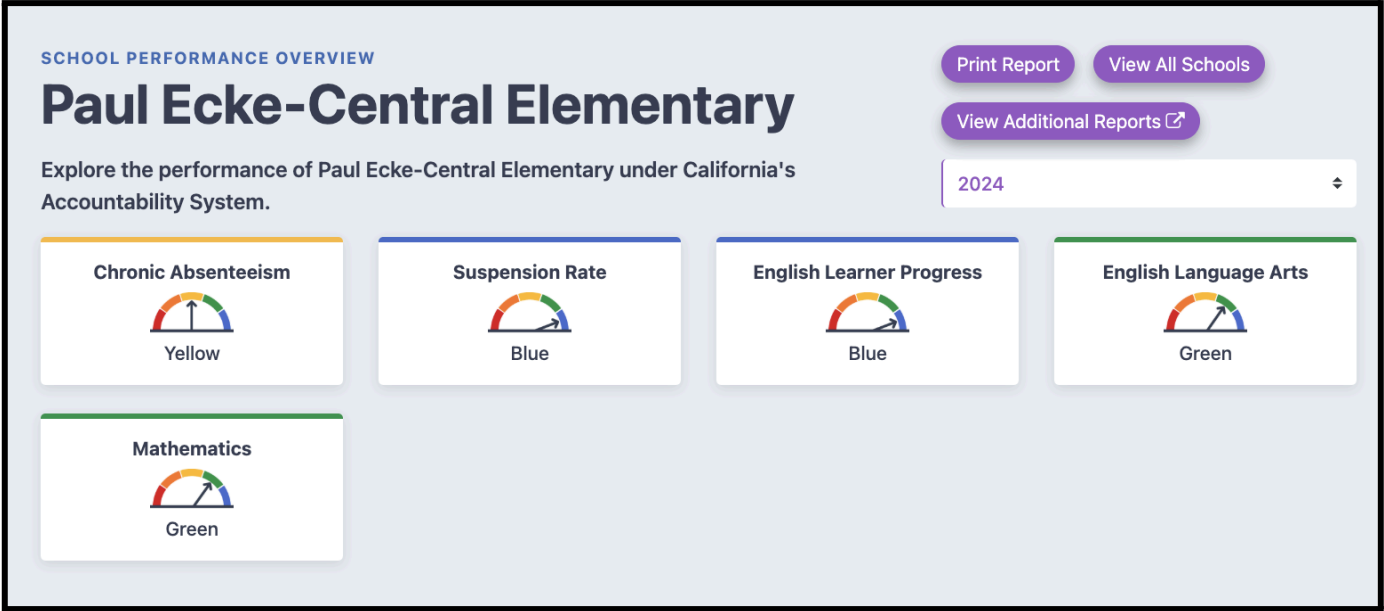
Goal #5 Our site will ensure exemplary programs, a wide variety of high quality learning resources, and engaging opportunities to provide personalized learning for the unique needs of diverse groups.	
Progress Made in 25-26:	Personalized learning/ Service opportunities for students - ELAC Afterschool Club - Green Team - Safe School Ambassadors - Film Guild - Math 24
Feedback and Recommendations for 26-27:	- PEC will partner with ECC and PDL to share costs for lunch-time enrichment and physical activity opportunities during the 2026–2027 school year. • PEC will continue recruiting volunteers to support and facilitate the Math 24 program.
Areas of Focus for 26-27: - Continue expanding opportunities for students to explore personal interests through Project Based Learning with a focus on EUSD’s Learner profile competencies <i>Global Citizen, Empowered Learner, and Innovative Thinker</i> - Support student-led clubs and activities - Maintain enrichment programs such as Film Guild, choir, band, and other after-school options	Resources & Funding Source for 26-27: <u>District Funded</u> - District-funded programs and staff - English Language Development and Support Teacher - Enrichment Wheel designed to expose students to a variety of interest-based learning opportunities beyond core academics

School Performance Overview (CAASPP Results on California Dashboard)

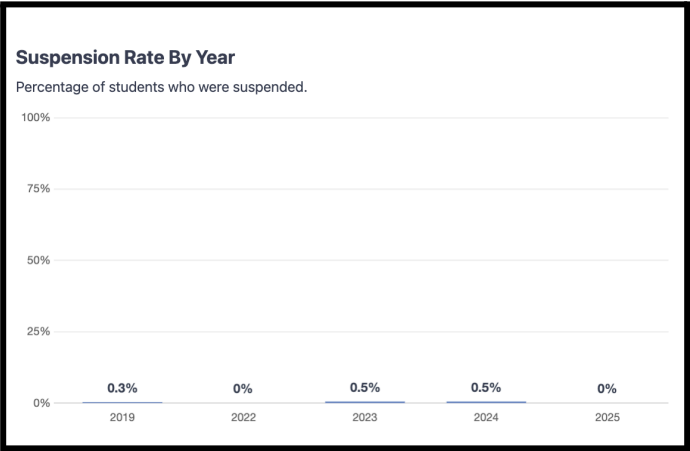
California's Accountability System

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 \(link\)](#)



Suspension Rates



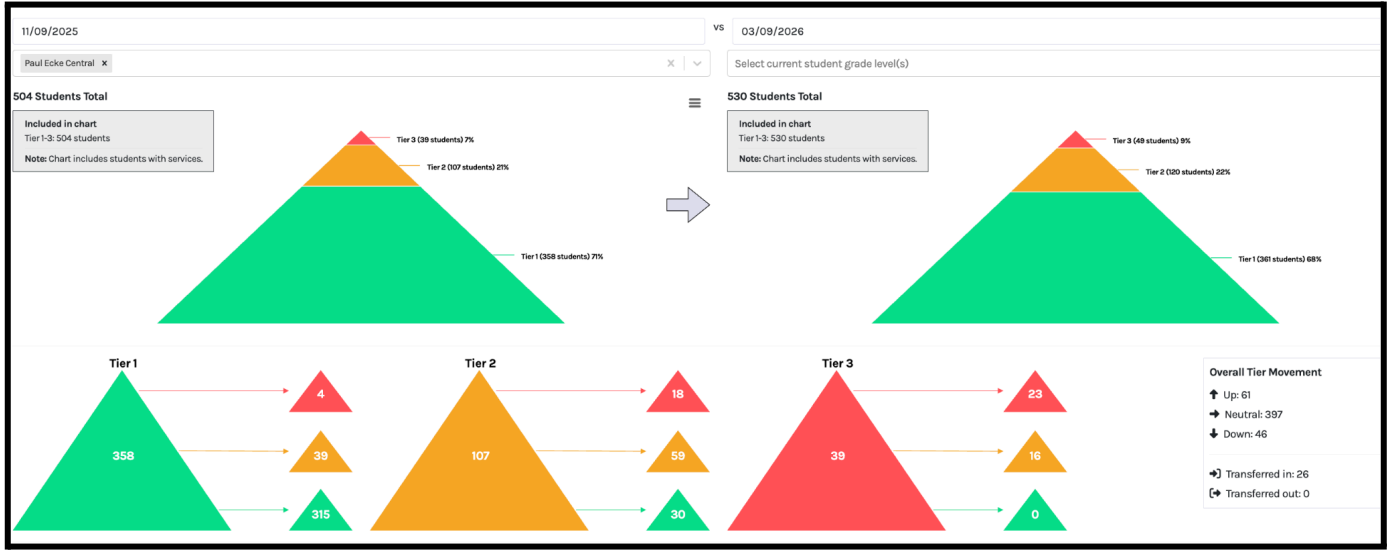
Branching Minds Tier Movement Report
Reading Kinder-6th 11/06/2025

3/09/26



Math 2nd -6th 11/06/2025

3/09/26

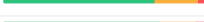


Branching Minds Tier Level Report: Semester 1

Reading

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	Total Enrollment
	Paul Ecke Central	465	54	29	548	0	548
	Kindergarten	63	1	1	65	0	65
	1st Grade	47	14	8	69	0	69
	2nd Grade	60	16	8	84	0	84
	3rd Grade	86	7	3	96	0	96
	4th Grade	64	8	0	72	0	72
	5th Grade	72	5	7	84	0	84
	6th Grade	73	3	2	78	0	78

Math

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	Total Enrollment
	Paul Ecke Central	361	120	49	530	18	548
	Kindergarten	26	16	5	47	18	65
	1st Grade	37	24	8	69	0	69
	2nd Grade	56	14	14	84	0	84
	3rd Grade	62	27	7	96	0	96
	4th Grade	52	15	5	72	0	72
	5th Grade	63	14	7	84	0	84
	6th Grade	65	10	3	78	0	78

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 \$71,040 we will supplement our Music and Visual Arts instructional program to provide our students with 60-75 minutes of weekly Music or Art instruction. Students will receive one quarter of Music instruction and one quarter 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.

Names of Members	Principal (1)	Classroom Teacher (3)	Other School Staff (1)	Parent or Community Member (5)
Wes Sechrest	X			
Tracy Hicks		X		
Erica Bulis		X		
Brooke Klein		X		
Ruth Solorio			X	
Lea Pilgrim (PTA)				
Grace Dolan				X
Stacy Reddell				X
Jasmine Pritchard				X
Janna Larson				X
Allison Duffy (SSC Chairperson)				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)

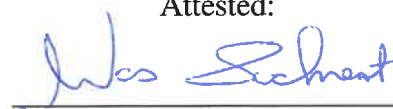
X Paul Ecke Central (via input at School Site Council meetings)

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
School Principal



Signature of school principal

3/11/20

Date

Allison Duffy
SSC Chairperson



Signature of SSC chairperson

3/11/2020

Date