

ENCINITAS UNION SCHOOL DISTRICT

OLIVENHAIN PIONEER ELEMENTARY SCHOOL



SINGLE PLAN FOR STUDENT ACHIEVEMENT 2026-2027

CDS Code: 37 680806112445

Date of this revision: March 12, 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:

Contact Person:	Christie Kay
Position:	Principal
Telephone Number:	(760) 943 - 2000
Address:	8000 Calle Acervo Carlsbad, CA 92009
E-mail Address:	christie.kay@eusd.net

School Overview

Pioneers of Today, Leaders of Tomorrow

At Olivenhain Pioneer Elementary School (OPE), we seek to develop global citizens, innovative thinkers, wellness advocates, skilled communicators, confident collaborators and empowered learners, who have a passion for life-long learning. Olivenhain Pioneer Elementary School is a place where creativity and innovation is encouraged, critical thinking and problem solving skills are developed, and engaging learning opportunities are ubiquitous. Our S.T.R.E.A.M. concept will provide an interdisciplinary approach to learning by integrating Science, Technology, Research, Engineering, Art and Mathematics throughout our standards-based curriculum. This approach is possible because of our generous and involved community, our collaborative teaching staff, and a desire to lead the way in transforming education and preparing our children for the future. At OPE, we have specialized in environmental science and service learning, which qualified us for the 2014 California Distinguished School designation, Eco School Certification, an international recognition and a Service Learning Leadership award. We continue these initiatives and continue to grow our programs to meet the needs of our ever changing educational landscape. In 2017 and again in 2019, OPE was awarded the designation as an APPLE Distinguished School from 2017-2022. In 2025, OPE was recognized as a California Honor Roll School.

School Profile:

Located in the beautiful north coastal region of San Diego County, Olivenhain Pioneer Elementary School (OPE) serves approximately 530 children in kindergarten through 6th grade in the Encinitas Union School District. Our exceptional, nurturing faculty and staff, including additional staff for STEM, art, music, physical education, and social-emotional learning provide powerful units of study and service learning projects. OPE has impressive parent involvement, an extensive library collection, innovative technology programs, and a beautiful campus, creating an optimal learning environment that results in high academic achievement.

The Olivenhain Pioneer Elementary School serves students from the town of Olivenhain and from the cities of Encinitas and South Carlsbad. Olivenhain Pioneer Elementary School's fully credentialed teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and engaging learning experience.

Our families and community are an integral part of our school's success. Parents can be found in countless classrooms, engaged in meaningful work. We encourage all parents to get involved with any of the invaluable committees at OPE. Our School Site Council (SSC), Parent Teacher Association (PTA) and Encinitas Education Foundation (EEF) groups offer opportunities for rewarding involvement.

The school has developed educational programs designed to provide students the opportunity to explore their creativity while developing a strong academic foundation. Olivenhain Pioneer Elementary School's staff, parents, and community dedication to excellence for their students has resulted in the school's National Blue Ribbon School of Excellence, the California Distinguished School status and the California Service Learning Award. OPE has also received the Carlsbad Chamber of Commerce Outstanding Educator Award for our science programs.

School hours are extended Monday through Thursday to allow for weekly modified days on Friday. These days serve as collaboration days for 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.

OPE is committed to the environment and was named an Eco-Certified School. OPE recognizes that students thrive in environments where their accomplishments are celebrated. We have many programs in place that allow us to positively recognize students such as our OPE Reads Ceremony, where students are given a medal for achieving milestones of reading. We are implementing EUSD's new Framework for the Future where we focus on five values: Joy, Belonging, Integrity, Service, and Innovation. Within the Framework for the Future we also are emphasizing our Learner Profile Competencies including: Empowered Learner, Global Citizen, Innovative Thinker, Wellness Advocate, Skilled Communicator, and Confident Collaborator.

Our recently created and implemented school-wide rules are taught and celebrated in classrooms and across campus. SOAR - Show Respect, Own your Choices, Act Responsibly, and Reach for Excellence. Students are recognized with SOAR Tickets and entered into weekly raffles for prizes if their SOAR Ticket is drawn.

Student leadership is growing at OPE with a Student Leadership Team, a Student Tour Guide Team, OPE News Team (monthly video news), and weekly OPE Eagle News (audio news). These teams work directly with the school principal and school to lead assemblies, make decisions, guide incoming parents on school tours, write and create video and audio to keep the campus informed. We also have student leadership through our Kindness Club and Green Team, who create and implement opportunities across the school to further their vision of kindness and environmental stewardship.

At OPE we value the education of all students. We have a well-defined special education program for students at all levels. We have a successful Learning Center program with two Learning Center teachers. We have a full time school psychologist and a part time school counselor. These teachers and Instructional Assistants address academic needs within the general education classroom and in the Learning Center classroom. In addition, we also have two Special Day Classes for students with more individualized academic needs. Our students in our Special Day Class are mainstreamed into the general education classes every day to enhance the lives of all of our students.

Multi-Tiered System of Supports (MTSS)

MTSS is implemented to identify struggling students early and intervene quickly. It focuses on the “whole child”, meaning academic growth in math and Language Arts; behavior, and social and emotional needs (SEL). The tiers of support increase intensity from one level to the next. For example, a student receiving small group interventions may need to “move up” to one-to-one support. Tier 1- whole group, Tier 2- small groups, Tier 3 one-to-one instruction. MTSS employs data based problem-solving techniques to integrate academic, (SEL), and behavioral intervention. MTSS is a framework used to provide targeted support to students that are struggling. The goal of MTSS is to intervene early so students can be successful at their grade level. MTSS screens all students and aims to address academic, SEL, and behavior needs.

At OPE, the MTSS team consists of three intervention teachers, two aides, a school counselor, school psychologist, an SEL/TRAC teacher for kindergarten, an SEL/TRAC teacher for students in grades one through six, and a Teacher on Special Assignment (ToSA) that oversees the program at site. MTSS is currently serving approximately 100 students from kindergarten to sixth grade in academic, behavior, and SEL areas. The OPE MTSS Resource Library houses literacy programs, books, lessons, and activities that emphasize academic, behavior, and SEL scaffolds for teachers to check out and implement at the Tier 1 level with the students in their class. MTSS provides student intervention, instruction, assessments, coaching, and professional development opportunities.

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. OPE 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 makeup of the school site council is as follows:

Name of Members	Principal	Teacher	Other School Staff	Parent/ Guardian
Christie Kay	X			
Kristi Kirk		X		
Amy Langevin		X		
Bethany Luna		X		
Debbie Overlock		X		
Amy Witherall				X
Rambod Amirnovin				X
Becky Beierschmitt				X
Adele Noon				X
Sally Carpenter				X

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 \$67,427 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.

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)
- ☒ Olivenhain Pioneer Elementary Parents (via input at SSC meetings)
- ☒ Olivenhain Pioneer Elementary 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, 2026.

Attested:

Christie Kay
School Principal



Signature of School Principal

3.16.26

Date

Amy Witherall
SSC Chairperson



Signature of School Principal

3/16/26

Date

School Data

CA Dashboard Data

Link Olivenhain Pioneer Elementary School Dashboard:

<https://caschooldashboard.org/reports/37680806112445/2025>

Branching Minds - Reading

09/07/2025

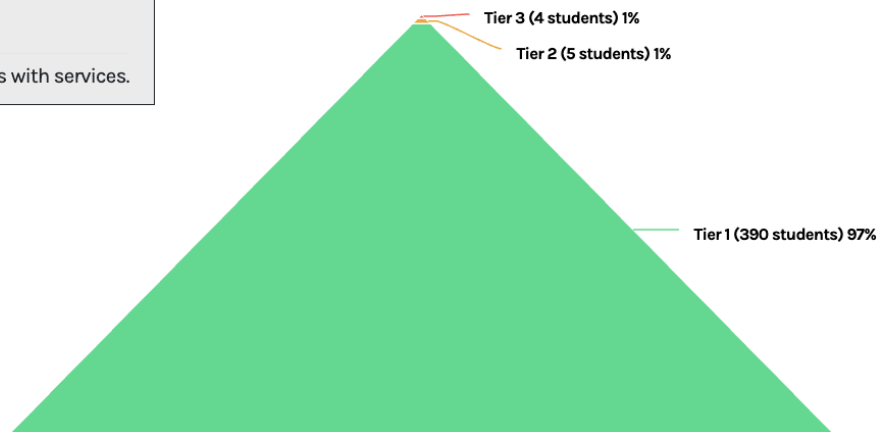
Olivenhain Pioneer x

399 Students Total

Included in chart

Tier 1-3: 399 students

Note: Chart includes students with services.



S 03/03/2026

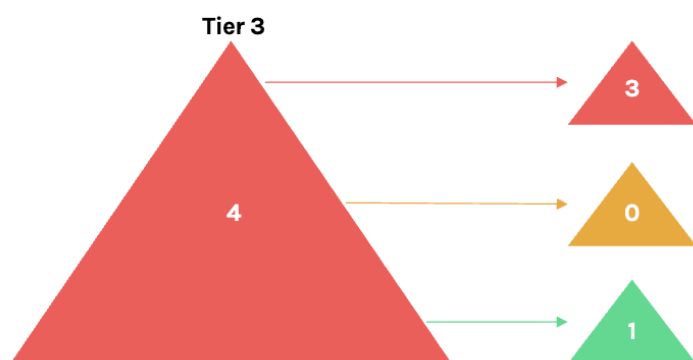
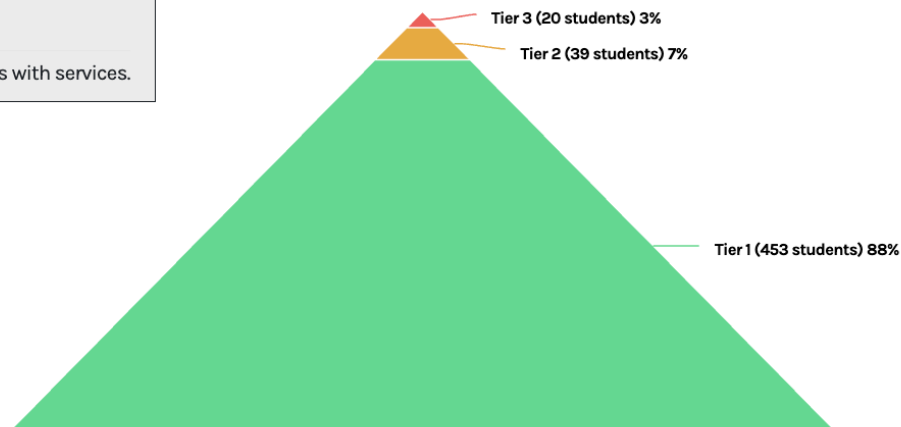
Select current student grade level(s)

512 Students Total

Included in chart

Tier 1-3: 512 students

Note: Chart includes students with services.



Overall Tier Movement

↑ Up: 21

→ Neutral: 374

↓ Down: 4

➡ Transferred in: 113

↩ Transferred out: 0

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	Total Enrollment
	Olivenhain Pioneer	453	39	20	512	15	527
	Kindergarten	46	13	5	64	2	66
	1st Grade	50	11	9	70	0	70
	2nd Grade	77	5	2	84	3	87
	3rd Grade	69	2	0	71	4	75
	4th Grade	68	1	0	69	2	71
	5th Grade	69	3	1	73	2	75
	6th Grade	74	4	3	81	2	83

Branching Minds - Math

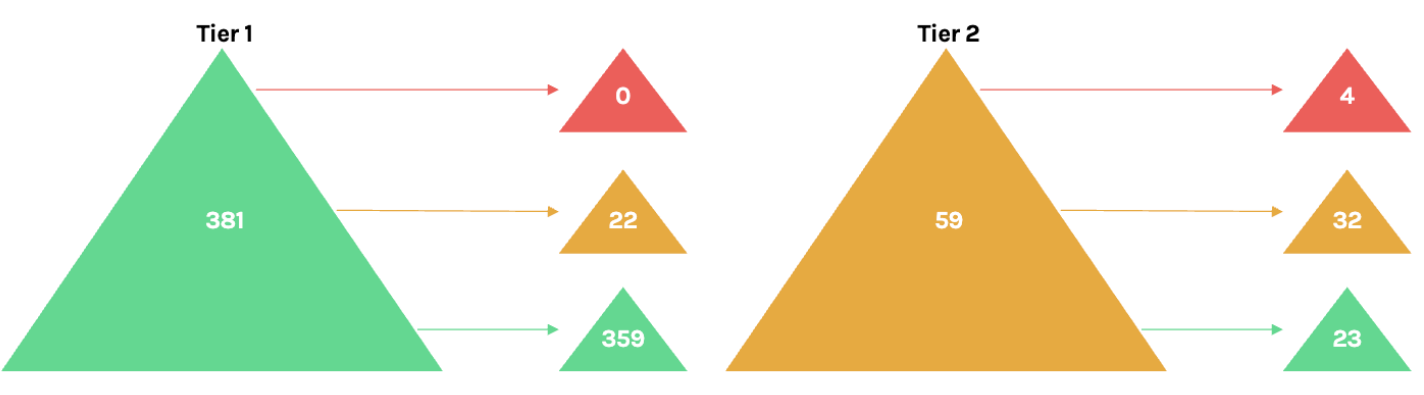
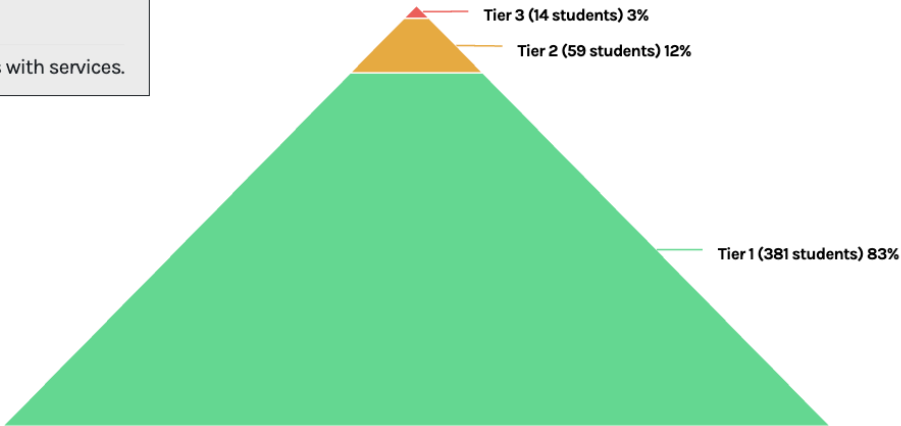
09/07/2025

Olivenhain Pioneer ✕

454 Students Total

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Included in chart
Tier 1-3: 454 students
Note: Chart includes students with services.



Select current student grade level(s)

▼

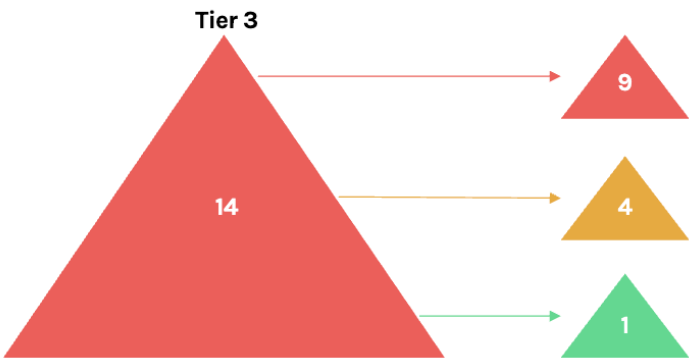
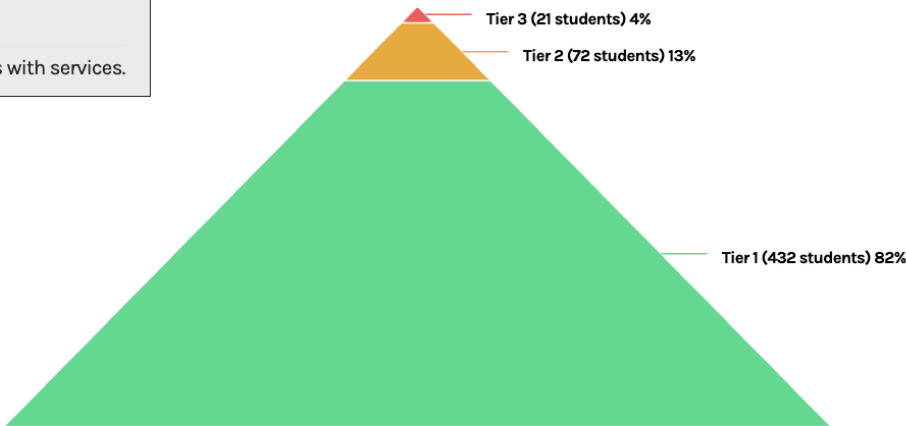
525 Students Total



Included in chart

Tier 1-3: 525 students

Note: Chart includes students with services.



Overall Tier Movement

↑ Up: 26
 → Neutral: 400
 ↓ Down: 28

➡ Transferred in: 71
 ➡ Transferred out: 0

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	Total Enrollment
	Olivenhain Pioneer	432	72	21	525	2	527
	Kindergarten	46	13	6	65	1	66
	1st Grade	56	9	5	70	0	70
	2nd Grade	72	13	2	87	0	87
	3rd Grade	57	15	3	75	0	75
	4th Grade	61	8	2	71	0	71
	5th Grade	66	7	2	75	0	75
	6th Grade	74	7	1	82	1	83

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:

- Intervention has been very successful. Has been elevated since MTSS ToSAs began. Team is also supporting advanced learners with small group enrichment experiences.
- Classroom experiences are rich and meaningful for students. Activities are often implemented in ways that allow students to have fun while learning.
- Interdisciplinary units and project-based learning experiences provide motivation and engagement for students.
- Students delivering presentations, even in primary grades.
- California Honor Roll Achievement Award based on standardized test scores.
- CAASPP scores
 - ELA 79.94%
 - Math 75.92%
 - Science 62.36%
- Teachers do a great job meeting kids where they are academically.
- Realistic and appropriate expectations for students, specifically regarding personal and family commitments.
- Teachers differentiating instruction.
- Consistent implementation of foundational skills instruction in Kinder, 1st, and 2nd grade.
- Teachers have implemented ways to increase student talk in classrooms, including sentence frames, more interactive and student-driven activities, etc.
- Math talks are happening in most classrooms.
- Mystery Science provided has been very helpful

Feedback and Recommendations for 26-27:

- Provide more writing assignments at home, even in the primary grades to allow for more practice writing.
- Need more consistency across classrooms within grade levels.
- Continue to refine communication structures and systems with parents about student participation and progress within the intervention.
- Implement more hands-on experiences in science.
- More opportunities for choice and group work in classrooms.

Areas of Focus 26-27:

- Provide time for teachers to continue to develop and refine curriculum maps and develop interdisciplinary instructional units. Utilize MTSS ToSA for support.
- Continue to develop and implement competency-based rubrics.
- New novel sets for classrooms to support instruction.
- Continue scheduling times for challenge groups with MTSS staff.
- Continue staffing with our intervention teachers and general education instructional assistants

Resources 26-27:

- District provided resources
- EEF Funds
- PTA Funds

• Classrooms will prioritize opportunities for choice and group work when appropriate. • MTSS/DBCI processes are prioritized in the school schedule. • District professional development (CGI, GLCDs, Behavior Pathway, etc.) • Implement Math Curriculum Pilot • Continue to improve communication with parents about student progress in intervention groups. • Refine parent communication from classroom teachers about student progress, specifically utilizing rubrics across all curricular areas. • Vertical alignment of writing assignments and routines. • Grade levels develop and implement writing prompts to measure progress throughout the year.	
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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:	• Strong PTA partnership and fabulous PTA sponsored events • STREAM Fair provides an opportunity for parents to directly support their student with a choice project. • Monday morning announcements provide consistent communication and build cohesiveness and excitement for the week. Students are excited to hear their voices. • Communication and partnership with PTA and EEF is excellent. • Sports tournaments by Mr. Hoff provide high engagement and promote sportsmanship qualities. • 4 Quarters Football activities at lunch time has been a positive addition. • Lunchtime club offerings at OPE have grown and are increasingly varied. • The student leadership team is contributing to students having a stronger voice and supporting student input on decisions. • STREAM Fair judges - industry experts, educators, parents, and family members with science or engineering expertise. • Community liaisons • Teacher emails to parents are extremely valuable and helpful. • When parents need to sign a student planner each night, students have higher motivation • Staff leadership team and regular meetings • Annual parent survey
Feedback and Recommendations for 26-27:	• Back-to-school night and parent-teacher conferences could be longer to allow for more communication. • Open House spread out across multiple nights would be helpful for parents. • Consider not having Fit Kids return and identify other companies to support specific games and activities at lunch. • Additional experiences and opportunities in kindergarten during lunch with games or activities. • Continue to grow non-sports connected lunch clubs and activities to support a wide range of students.

	- Consider grade level or class winners with incentives based on behavior and cleanliness at lunchtime. - Spread out and/or reduce with higher-quality activities during special weeks. Example Kindness week dress up days. Consider allowing the entire student population to vote for things like dress-up days and have a voice in decision-making. - OPE Olympics updates to support instruction in the classroom about the country assigned to the class. Updates to activities for the day of OPE Olympics. - Consider opportunities for upper-grade students to directly support kindergarten during lunchtime. - Can parent volunteers provide additional support in kindergarten during lunch time for activities and games. - Continue to provide opportunities for parents to volunteer to promote a strong volunteer culture. - Consolidate communication when possible so there are fewer emails for parents. - When possible, streamline room parent communications for consistency.
Areas of Focus 26-27:	Resources 26-27:
- Continue implementing student-led conferences at least once a year in each classroom. - Invite student participation, when appropriate, in IEP meetings. - PTA will add a Kindergarten parent liaison role to support lunchtime volunteers on the playground - Explore opportunities for adding additional organized non-sports experiences for students at lunchtime. - Increase opportunities to celebrate and recognize student behavior choices during recess and lunch times. - PTA is modifying and adding ways to invite in volunteers for various committees - Promote signing up to receive the newsletter via text in addition to email. - Provide a streamlined communication plan for families.	- District provided resources - EEF Funds - PTA Funds

Goal #3 Our site will maintain and improve safe, green and innovative learning spaces that promote health and wellness.	
Progress Made in 25-26:	- Improved attendance across the school and moved out of TSI status for attendance. - Different areas on campus, including outdoor learning spaces - Very successful student green team - Very successful TRAC program supporting students across campus - Lunchtime activities that promote active and safe games for students. - Staff successfully utilizing walkie talkies for communication. - Updated communication document for emergency drills for teachers to complete.

Feedback and Recommendations for 26-27:	● Improve the garden space and increase opportunities for garden science learning. ● New kitchen for students to cook/learn nutrition ● More shade in the outdoor learning spaces ● Can there be a more welcoming area out front, particularly for parents while they are waiting to pick up students? Consider adding shade.
Areas of Focus 26-27:	Resources 26-27:
● Continue to support small group TRAC lessons in addition to weekly class lessons. ● Coordinate lessons with BCK ● Explore more opportunities to add shade to areas of campus if possible. ● Continue to communicate with families and the community about the importance of attendance when students are not sick. ● Implement emergency safety drills with various scenarios throughout the year. ● Provide key identifiers for gate keys for all staff. ● Continue practicing the effective use of walkie-talkies during drills.	● District provided resources ● EEF Funds ● PTA Funds

Goal #4 Our site will train and retain highly qualified staff.	
Progress Made in 25-26:	● Highly effective intervention (MTSS) staff. ● General education aides and special education aides are impactful and have a positive impact when pushing into classrooms. ● Positive relationships between teachers and students. ● Enrichment team - program and salary restructure ○ Has increased impact due to the retention of staff members ● Site based and district based training for certificated and classified staff members. ● Resources available for staff after site trainings and staff meetings and posted in staff handbook. ● Regular meetings with noon supervisors to support ongoing training and effectiveness.
Feedback and Recommendations for 26-27:	● Sometimes difficult environment when there are substitutes in the classroom. Consider having Christie visit classrooms with subs first thing in the morning when available to provide reminders and set behavioral expectations for the class. ● More opportunities to show appreciation and positive feedback for staff through a formal process. Examples: school survey, teacher-grams, include in staff appreciation
Areas of Focus 26-27:	Resources 26-27:
● Teachers continue to attend district-provided grade-level collaboration days to receive training and calibrate with other school sites. ● Special education staff (teachers and instructional aides) attend trainings throughout the year provided by Student Services Department. ● Principal intake meetings with new staff. The office manager will meet	● District provided resources ● EEF Funds ● PTA Funds

with all new staff to provide site-based information, resources, and support. • Site based TLC's supporting site and district goals. • Provide time for MTSS staff to work with MTSS ToSA regularly for training and support. • Meet regularly with noon supervisors to provide ongoing training and resources.	
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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:	• Enrichment experiences and programming are strong and create positive, engaging experiences for students. • TRAC lessons are having a positive impact on students. Students are utilizing skills learned to resolve conflicts and communicate. • Implementation of STREAM Fair. • Homework Club offered by three different teachers (one before school and two after school). • Support from our PTA for resources for special projects and experiences via mini-grants • Primary grades implementation of the stuffies for the Learner Profile very successful. • Wheel program very positive with every class. Student experience has improved.
Feedback and Recommendations for 26-27:	• Upper-grade students would like to receive positive public feedback about the learner profile traits they demonstrate. As an example - teacher recognizing an individual student each day in class. • Consider a competency focus during monthly spirit assemblies. • Consider additional learning experiences for the school related to weeks/months, such as Black History Month or Women's History Month. • Would like Art and Music programming all year for all students • We still don't have a choir lead. Is it possible to combine schools for choir in order to make the choir available for OPE students? • Additional resources for Multilingual learners.
Areas of Focus 26-27:	Resources 26-27:
• Continue to develop STREAM Fair and expand STREAM based experiences for students. Consider assemblies, on-site field trips, STREAM Night for families. • Educators are empowered to design and facilitate learner-centered opportunities aligned to the EUSD Learning Experiences • Continue staff meeting and TLC support for teachers to refine and expand the implementation learner profile • Collaborate with PTA about opportunities for speakers and experiences at assemblies or other events during specific times of the year (ex. Chinese New year, Black History Month.) • Provide time for MTSS ToSA to support teachers with MLL and identify needed resources.	• District provided resources • EEF Funds • PTA Funds