

Mission Estancia SPSA for 2026-2027 School Year

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: Kiersten Matthews

Position: Principal

Telephone Number: (760) 943 - 2004

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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. 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.

The District Governing Board approved this revision of the School Plan on April 14, 2026.

School Profile

Mission Estancia Elementary, located in Carlsbad and part of the Encinitas Union School District, serves approximately 350 students in kindergarten through sixth grade. We provide a rigorous academic program supported by enrichment opportunities in art, music, STEM innovation, physical education/yoga, garden science, and digital literacy, along with extracurricular programs such as Eco Club, Film Guild, Spirit Assembly Team, and student leadership groups.

We prioritize both academic excellence and a strong sense of community. Our PBIS program, **PAWS** (Practicing Kindness and Empathy, Act Responsibly, Work Together, Stay Safe), promotes positive behavior and belonging. Student support is guided by a **Multi-Tiered System of Supports (MTSS)**, where staff regularly collaborate to review data and provide targeted instruction and interventions.

Mission Estancia is committed to serving all learners through inclusive practices, specialized support programs, and targeted instruction. Students benefit from small-group intervention and enrichment during **Impact Time**, where instruction is tailored based on assessment data to support both struggling and advanced learners in all grade levels for math and English language arts.

Students also have meaningful opportunities for leadership and voice through service clubs, assemblies, the Superintendent's Student Advisory Panel, student-led school tours, and participation in PTA meetings. Our strong volunteer community further enriches the student experience through partnerships with PTA, SSC, and the Encinitas Education Foundation.

Through strong instruction, enrichment, targeted supports, and a culture of belonging, Mission Estancia strives to ensure every student feels supported, challenged, and empowered to succeed.

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. ME SARC is linked [HERE](#)

School Data

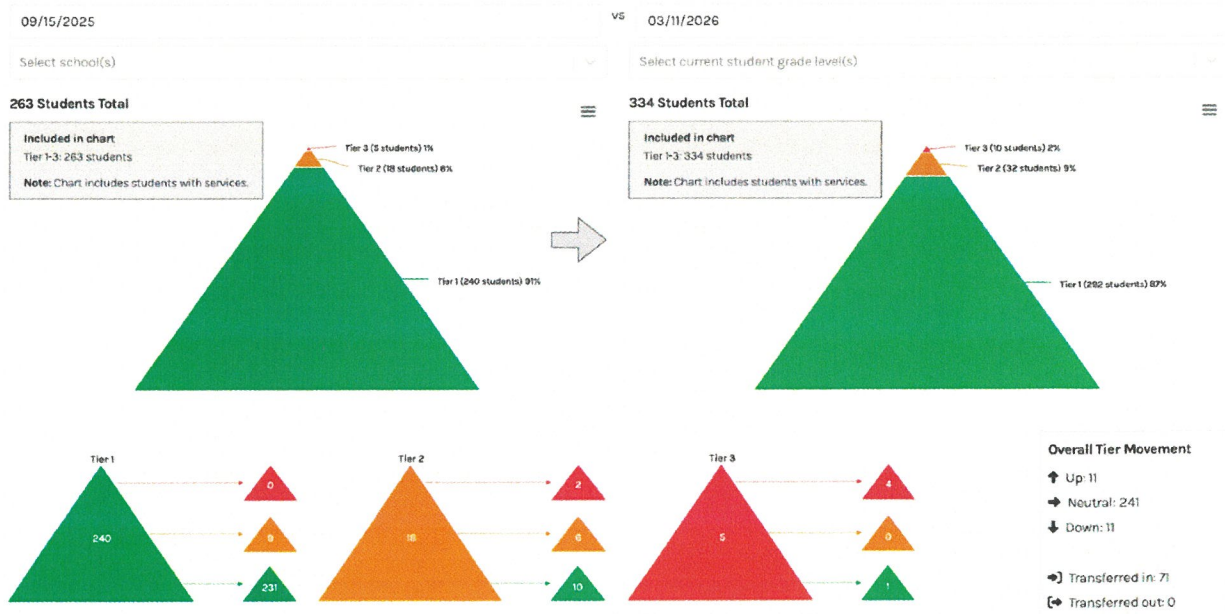
CA Dashboard Data

Mission Estancia Elementary

<https://caschooldashboard.org/reports/37680806108534/2025>

Branching Minds Tiered Movement Report- Reading

Tier Movement Report

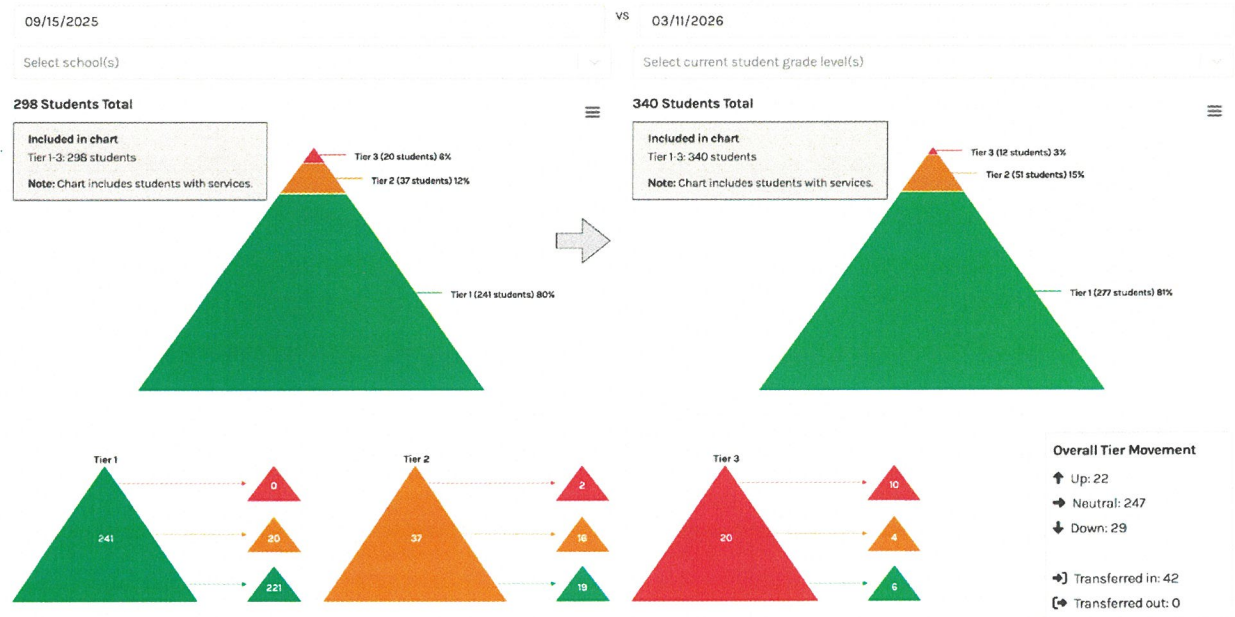


Branching Minds Tiered Report- Reading

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	Total Enrollment
	Mission Estancia	87.1%	9.6%	3.3%	334	3.7%	347
	Kindergarten	74.4%	25.6%	0.0%	39	4.9%	41
	1st Grade	85.7%	9.5%	4.8%	42	4.5%	44
	2nd Grade	83.7%	11.6%	4.7%	43	2.3%	44
	3rd Grade	97.6%	0.0%	2.4%	41	0.0%	41
	4th Grade	91.8%	2.0%	6.1%	49	9.3%	54
	5th Grade	88.9%	7.9%	3.2%	63	1.6%	64
	6th Grade	86.0%	12.3%	1.8%	57	3.4%	59

Branching Minds Tiered Movement Report- Math

Tier Movement Report



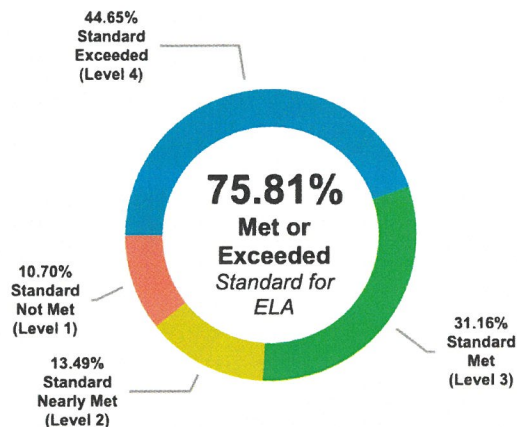
Branching Minds Tiered Report- Math

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	Total Enrollment
	Mission Estancia	81.5%	15.0%	3.5%	340	2.0%	347
	Kindergarten	73.7%	26.3%	0.0%	38	7.3%	41
	1st Grade	85.7%	7.1%	7.1%	42	4.5%	44
	2nd Grade	65.1%	34.9%	0.0%	43	2.3%	44
	3rd Grade	95.1%	4.9%	0.0%	41	0.0%	41
	4th Grade	79.2%	13.2%	7.5%	53	1.9%	54
	5th Grade	82.8%	14.1%	3.1%	64	0.0%	64
	6th Grade	86.4%	8.5%	5.1%	59	0.0%	59

CAASPP 2024-2025 Results

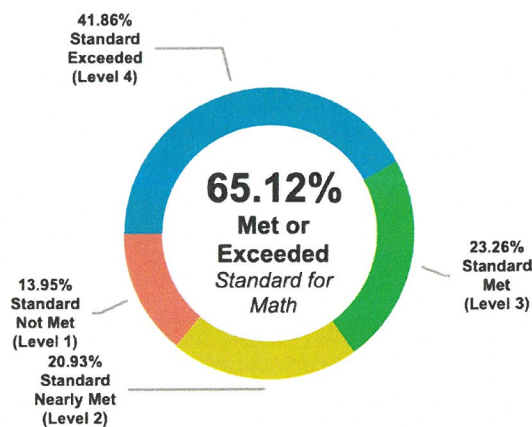
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



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:

- “Exceptional growth” on ELA CAASPP according to the California Dashboard
- “Accelerated growth” on Math CAASPP according to the California Dashboard
- Increased alignment between RISE and general education this year to better support students in RISE
- Reduction in technology use and increasing the intentionality of technology use
- Increase in academic integration of Maker Faire

Impact Program - Spring 2026 (current)

- Tier 2 Reading/ELA support = 31 students

	• Tier 3 Reading/ELA support = 5 students • Tier 2 Math support = 23 students • Tier 3 Math support = 3 students • Adv./Accelerated Math = 46 students • Designated ELD = 25 students
Feedback and Recommendations for 26-27:	• More curriculum options for teachers as resources and consistency across classrooms • Maintain continuity between grades to be more coordinated so there are more smooth transitions between grade levels • Students shared that they enjoy more paper pencil work over iPad work • More differentiation
Areas of Focus for 26-27: • Math adoption committee (run by the district) ◦ Recruit teachers to pilot the new programs so we get widespread insight on our school recommendation for adoption and have resources to access throughout the year • Set aside time for general education teachers & RISE teachers to collaborate • School-wide communication regarding vertical articulation • Continue to refine and align our ◦ Technology usage (staff meetings) ◦ Assessment practices (TLCs) ◦ Enrichment Impact Program (TBD?) ◦ Challenge opportunities for kids (staff meetings)	Resources & Funding Source for 26-27: • District provided pilot materials • MTSS ToSA • DBCI Process • Grade Level Release Days • Impact program (intervention & enrichment) • Staff Meetings & PD

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:

- Students feel their parents are very involved in the school community
- Strong new family outreach
- Core community events
- Wildcat Weekly is very informative
- More student voice in community engagement
- 100% participation in student-led conferences
- Community liaison has been extremely supportive of families through assistance and donations activities

Feedback and Recommendations for 26-27:

- Membership Tool Kit could use improving
- Increased school advertising for parent education classes offered in the district
- Increase in communication with families and students regarding progress throughout the year
- More service learning opportunities
- Standardizing advertising on campus to increase awareness
- More variety of families volunteering
- Intentional about programming

Areas of Focus for 26-27:

- Considering a communication app to pilot this year with PTA
 - Searchable
 - Community events & EUSD events together on one calendar
- Continue to refine and align what work and communication is sent home regarding student progress (TLCs)
- Suggesting quarterly grade level playdates (room parents to coordinate)

Resources & Funding Source for 26-27:

- Wildcat Weekly (Weekly ENews)
- ParentLink
- Marquee
- Posters on the gate
- PTA & EEF Fundraisers

Goal #3

Our site will maintain and improve safe, green and innovative learning spaces that promote health and wellness.

Progress Made in 25-26:

- Parent volunteer planted native plants in our planters using a grant
- Started our PAWS PBIS program
 - Clear expectations for all areas on campus
 - Behavior slips to track behavior needs
- Collaboration with district behavior specialist
- Eco club is planning and putting on events for Earth Week
- Decreased our chronic absenteeism to 10% chronically absent
- Explorations have given students space to explore their interests
- New engaging music teacher
- Students shared that they have learned a lot through enrichment

Feedback and Recommendations for 26-27:

- Green coverage around all of the fencing
- More shade spaces
- More education and awareness around restorative practices for families
- Film Guild needs more structure
- Request that the 4 enrichment classes equally split their time

Areas of Focus for 26-27:

- Positive system for reinforcing expected behavior
 - Committee for this next year
 - 1 group meeting for brainstorming
- Coffee Chats on...
 - restorative practices for families
 - Lunchtime activity
- Make Film Guild more structured

Resources & Funding Source for 26-27:

- Parent volunteers
- Eco Club
- New TRAC teacher
- New school counselor
- Enrichment teachers (district provided)
- Lunch clubs

Goal #4 Our site will train and retain highly qualified staff.		
Progress Made in 25-26:	● District trainings on interdisciplinary unit planning ● Grade level training meetings with same grade level teachers in the district (GLCDs) ● Staff crisis training this year ● 3 teachers participating in the Behavior Pathway ● Staff community building games to boost morale ● Professional development group visiting other school sites ● Professional development provided by the district on integrated unit planning, neurodiversity, ADHD, and autism	
Feedback and Recommendations for 26-27:	● Share staff development with families	
Areas of Focus for 26-27: ● Continue opportunities for community building as a staff and community ● Further build the Leadership Team's influence ○ Developing school unifying vision collaboratively ○ Supporting with professional development ● Professional development areas of focus	Resources & Funding Source for 26-27: ● Release days (substitutes) ● District run TLCs ● Site run TLCS ● Sunshine Committee ● ILT ● MTSS ToSA	

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:	● Increase in leadership opportunities for 6th graders ○ Spirit Team ○ Superintendent Student Advisory Panel ○ PTA Student Representatives ○ Student Tour Leaders ○ PEERS	

	● Expanded Maker Faire curriculum to have more instruction on audience, marketing, finances, etc ● Piloting a program in Impact for our advanced learners
Feedback and Recommendations for 26-27:	● Opportunities for student run clubs ● Club/leadership opportunities for younger students ● Intentionality around programming
Areas of Focus for 26-27: ● Continue to expand on the leadership opportunities offered on campus ● Increasing student voice involved in school decision making ● Refine Impact program to expand on enrichment opportunities for students ● Unifying our vision to more intentionally plan programming	Resources & Funding Source for 26-27: ● MTSS ToSA ● Staff supported committees ● Intervention- Reading and math ● Enrichment-math ● Explorations ● ILT

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, 864 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.

MEMBERS OF SCHOOL SITE COUNCIL (and term ending)

Parent Members:

Amanda Reuther, 2025-2026
Stephanie Whitehouse 2025-2026
Amber-Morning Papageorge, 2026-2027
Gila Zanelli, 2026-2027
Dan Riedler, 2026-2027

Staff Members:

Kiersten Matthews, Principal
Diane Low, 2025-2026
Melissa Masterson, 2025-2026
Doug Rierdan, 2025-2026
Shannon Chamberlain, 2025-2026

SPSA Recommendations and Assurances Signature Page

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 staff meetings)

☒ Students (via district LCAP meeting)

☒ Parents (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.

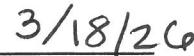
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance,

6. The school site council adopted this school plan on 3/9/26

Attested:



Kiersten Matthews- School Principal



Date


SSC Chairperson
Date