

ENCINITAS UNION SCHOOL DISTRICT

EL CAMINO CREEK ELEMENTARY



2023 California Distinguished School
2018 & 2015 Civics Learning Award of Excellence School
2019 CoTA grant winner

SINGLE PLAN FOR STUDENT ACHIEVEMENT 2026-27

37 68080 6117709
CDS Code

Date of this revision: March 5, 2026

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:	Jodi Greenberger
Position:	Principal
Telephone Number:	(760) 943-2051
Address:	7885 Paseo Aliso Carlsbad, CA 92009
E-mail Address:	jodi.greenberger@eusd.net

School Overview

Mission Statement

At El Camino Creek Elementary School, we are educating for the future and creating a path for tomorrow's innovative, creative problem-solvers. We believe that every child needs to be valued and has the right to be safe; emotionally and physically. As Empowered Learners, we provide time for collaboration among teachers, students and parents because we know that leads to success. Through our educational programs and *Wheel Enrichment*, we implement and assess a comprehensive curriculum that is founded on communication, collaboration, critical thinking and student engagement.

School Overview

El Camino Creek (ECC) opened in August of 2000 and is the newest school in the district. We were recognized as a **2023 California Distinguished School, received the 2018 & 2015 California State Civics Learning Award of Excellence and in 2019 a three year CoTA grant.** ECC services a K-6 student population from the La Costa Valley community of southern Carlsbad and the Bridgewater, Rancho Ponderosa, Santa Fe Trails, and Willow Creek communities of Encinitas. The campus is currently home to 391 students and has a faculty of 16 general education teachers and two Learning Resource Education Specialists. The two-story facility is built around our center quad, a media center, an outdoor garden science classroom, science lab, STEAM lab/Makerspace, two art classrooms, a music room, a courtroom, yoga studio and two playgrounds. Our mascot is Eddie the Explorer, and our color is blue.

Our exceptional, nurturing faculty and staff, small class sizes in grades K-3 (24 students maximum per class) and no more than 31 in grades 4-6, Ipads, Apple TVs, and LCD projectors in each room, K-6 enrichment (yoga/pe, art, music, TRAC and STEM), garden science (K-2), culinary science (3-6), art programs, powerful service-learning projects, civic engagement, class performances, impressive parent involvement, extensive library collection, and beautiful campus, creates an optimal learning environment that results in high academic achievement with happy and engaged students. The founding members of the ECC learning community established our school upon five guiding principles: standards-based instruction, team collegiality, brain research, knowledge workers, and technology.

The academic programs at ECC are aligned with the EUSD District's Framework and Learner Profile embedding Common Core State Standards into all of our curriculum. Excellent teaching is the heart of an excellent school. Our teachers work to create and deliver rigorous and engaging lessons to their students every day. Our teachers strive to ensure that the students not only understand the content of the lessons being taught, but the process as to how levels of mastery will be measured throughout the year. Parents are apprised of individual student progress through report cards, parent-teacher-student conferences, a weekly school wide Enews, weekly teacher newsletter, weekly principal email, individual student emails/phone calls to parents and information disseminated at Back-To-School Night. In an effort to provide quality time for grade level teams to meet and collaborate, our weekly schedule includes a modified day on Friday. In addition, through our *Wheel Enrichment Program*, K-6 teachers meet at a minimum once a week, to review student work, student assessments, and to update their strategic plan for monitoring and improving student

achievement. In accordance with our school's digital curriculum expectations, our students routinely create and share multi-media presentations with their classmates and to various parent and community audiences. ECC continuously upgrades and improves technology in an effort to provide our students with the ability to compete successfully as 21st century learners. **This year we also incorporated schoolwide NO TECH days to enhance creativity and spontaneous problem solving.**

To meet our Visual and Performing Arts (VAPA) expectations, our students receive a semester of music, a semester of art and yearlong integrated arts instruction as well as participate in classroom musical and dramatic performances. Our Deep Space Sparkle Arts program supplements individual classroom instruction by presenting parent-led scripted art lessons. Also, all students create a clay project each year. Our STEM teacher works closely with our classroom teachers to ensure that our science standards are being met. Our PE/yoga teacher works side by side to train and prepare our students' minds and bodies as Wellness Advocates, using the dedicated SPARK physical fitness curriculum for the health and wellness of both the mind and body. Our students also participate in choir and band programs.

ECC is attentive to the unique needs of our students. Students are recognized for outstanding behavior, special talents, and/or for improved student achievement and service learning. All of our students are challenged and supported in their classrooms through differentiated instruction, remediated and accelerated learning. Support services are available to help struggling learners, including reading and math intervention classes and English Language Development for English Language Learners. A full range of Special Education services (including speech, resource support, adaptive PE, and occupational therapy) is available to eligible students. Extra-curricular activities/programs (Odyssey of the Mind, dance, Lego robotics, Fitness Friday, Math 24, etc.) and before-and-after school childcare are available as well on a fee basis. Our Student Council and Embrace a Family community service programs support ECC families, our community and others during times of financial need.

At ECC, our goal is to ensure that all students begin and end their day with a smile while creating a learning environment that is rigorous, innovative, inspiring, and nurturing as we work together to prepare students for success in a rapidly changing global society. This year's site theme is: *ECC- Bright smiles, Bright tomorrows!*

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. ECC 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
Jodi Greenberger	X			
Lisa Cohen		X		
Stephanie Helsing		X		
Katie Oberman		X		
Kim Heinze			X	
Allison Banks				X
Melody Burcar				X
Reeda Fierro				X
Emlyn Mingrone				X
Rachel Ulloa				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)
☒ El Camino Creek Parents (via input at SSC meetings, PTA meetings, Principal Chats)
☒ El Camino Creek Students (via Student Council and LCAP)

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 13, 2025.

Attested:

Jodi Greenberger
School Principal



Signature of School Principal

3-6-2026
Date

Emlyn Mingrone
SSC Chairperson



Signature of SSC Chairperson

3/6/2026
Date

School Data

CA Dashboard Data

Link to *El Camino Creek* Dashboard:

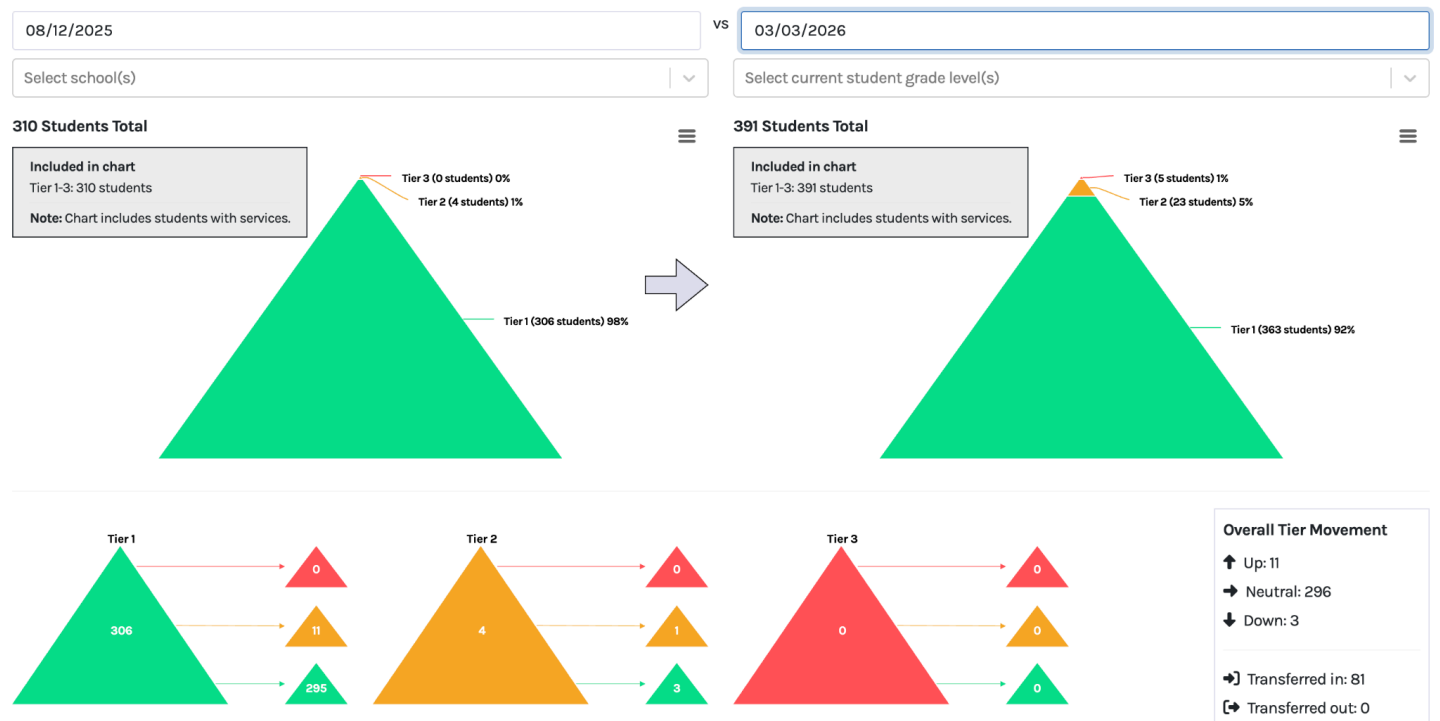
[El Camino Creek Elementary Summary / California School Dashboard \(CA Dept of Education\)](#)

Multi Tier Systems of Support (MTSS) at ECC

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. 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 ECC, the MTSS team consists of the principal, two intervention teachers supporting reading and math, a school counselor, school psychologist, a SEL/TRAC teacher, and a Teacher on Special Assignment (ToSA) that oversees the program at the site and meets as a team every other week. MTSS is currently serving approximately 50 students from kindergarten to sixth grade in academic, behavior, and SEL areas. MTSS provides student intervention, instruction, assessments, coaching, and professional development opportunities.

Branching Minds - Reading

Tier Movement Report



Tier Level Report

Reading

District OverviewDemographics

The data in this table is reflective of current tier levels, which have been set by tier automation or manually adjusted by staff.

Search schools

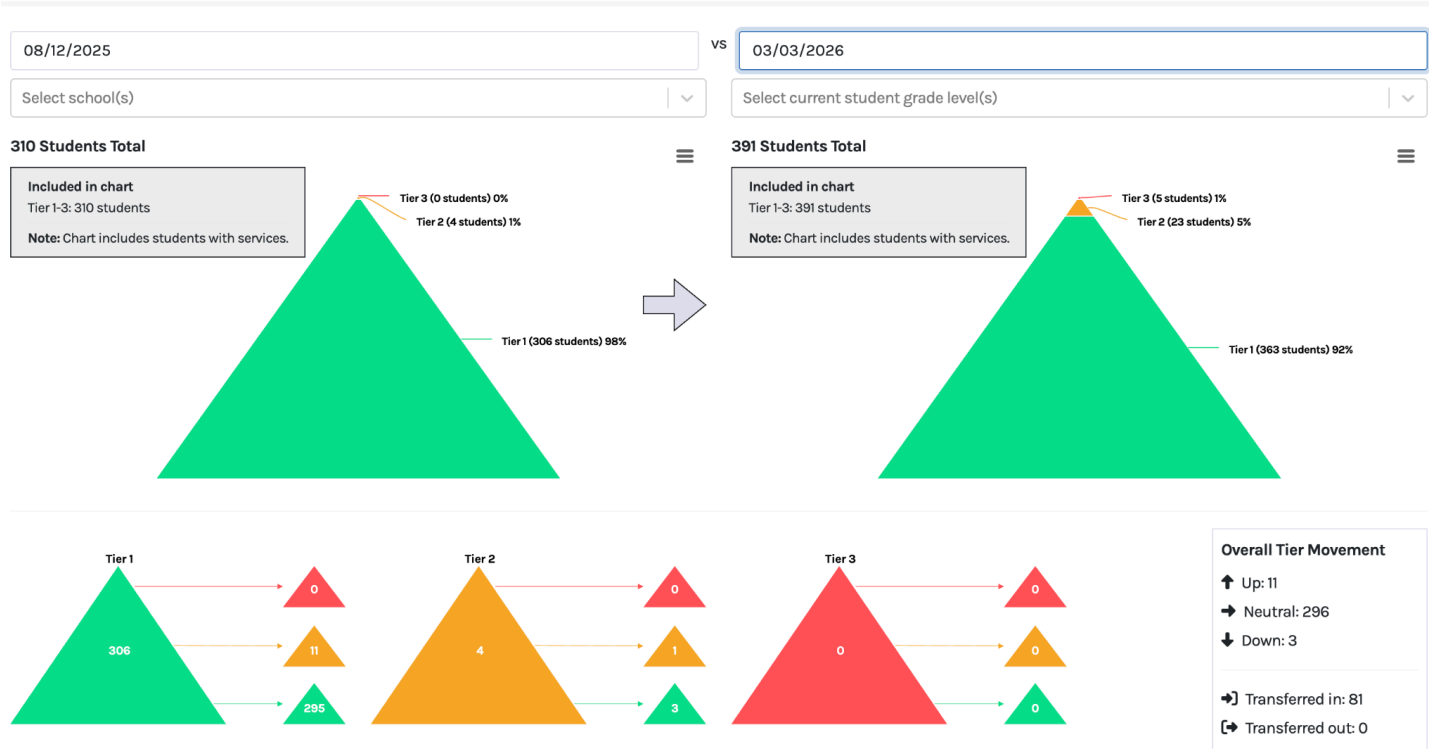
☐ Percent☒ Count

Expand AllCollapse All

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	Total Enrollment
	El Camino Creek	363	23	5	391	0	391
	Kindergarten	44	5	1	50	0	50
	1st Grade	47	6	0	53	0	53
	2nd Grade	40	7	0	47	0	47
	3rd Grade	49	0	1	50	0	50
	4th Grade	57	2	1	60	0	60
	5th Grade	56	1	1	58	0	58
	6th Grade	70	2	1	73	0	73

Branching Minds - Math

Tier Movement Report



Tier Level Report

Math

District OverviewDemographics

The data in this table is reflective of current tier levels, which have been set by tier automation or manually adjusted by staff.

Search schools

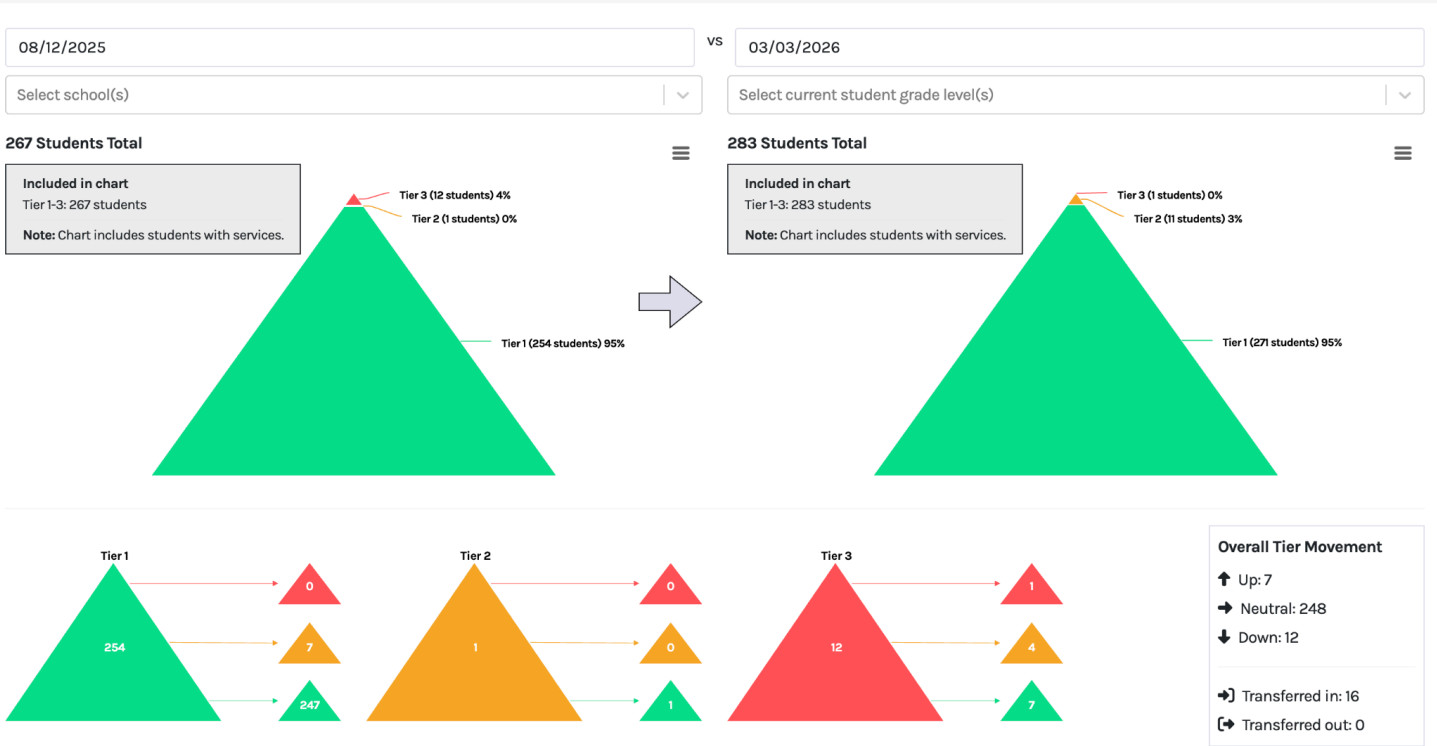
PercentCount

Expand AllCollapse All

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	Total Enrollment
	El Camino Creek	342	37	11	390	1	391
	Kindergarten	38	8	3	49	1	50
	1st Grade	43	5	5	53	0	53
	2nd Grade	40	6	1	47	0	47
	3rd Grade	45	5	0	50	0	50
	4th Grade	53	6	1	60	0	60
	5th Grade	53	5	0	58	0	58
	6th Grade	70	2	1	73	0	73

Branching Minds- Social/Emotional Learning

Tier Movement Report



Tier Level Report

SEL & Behavioral Health

District Overview

Demographics

The data in this table is reflective of current tier levels, which have been set by tier automation or manually adjusted by staff.

Search schools

☐ Percent ☒ Count

Expand All

Collapse All

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	Total Enrollment
	El Camino Creek	271	11	1	283	108	391
	Kindergarten	0	0	0	0	50	50
	1st Grade	0	0	0	0	53	53
	2nd Grade	45	1	0	46	1	47
	3rd Grade	47	2	1	50	0	50
	4th Grade	54	4	0	58	2	60
	5th Grade	53	3	0	56	2	58
	6th Grade	72	1	0	73	0	73

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.

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:

In addition to strong performance on the CAASPP assessments, students are also demonstrating increased growth through classroom and district assessments. Ongoing formative and summative assessments within classrooms, along with district benchmark measures, show that students are making steady progress toward grade-level standards throughout the year.

- CAASPP Science schoolwide score- increased 14% -72.23% of students exceeded or met standard
- CAASPP ELA and Math- students are demonstrating accelerated growth from year to year
- CAASPP ELA schoolwide score increased 2.6%- 87.4% exceeded or met standard this year
- CAASPP Math schoolwide score increased 4.72%- 85.23% exceeded or met standard this year
- Decrease in the number of students pulled out to receive intervention

Feedback and Recommendations for 26-27:

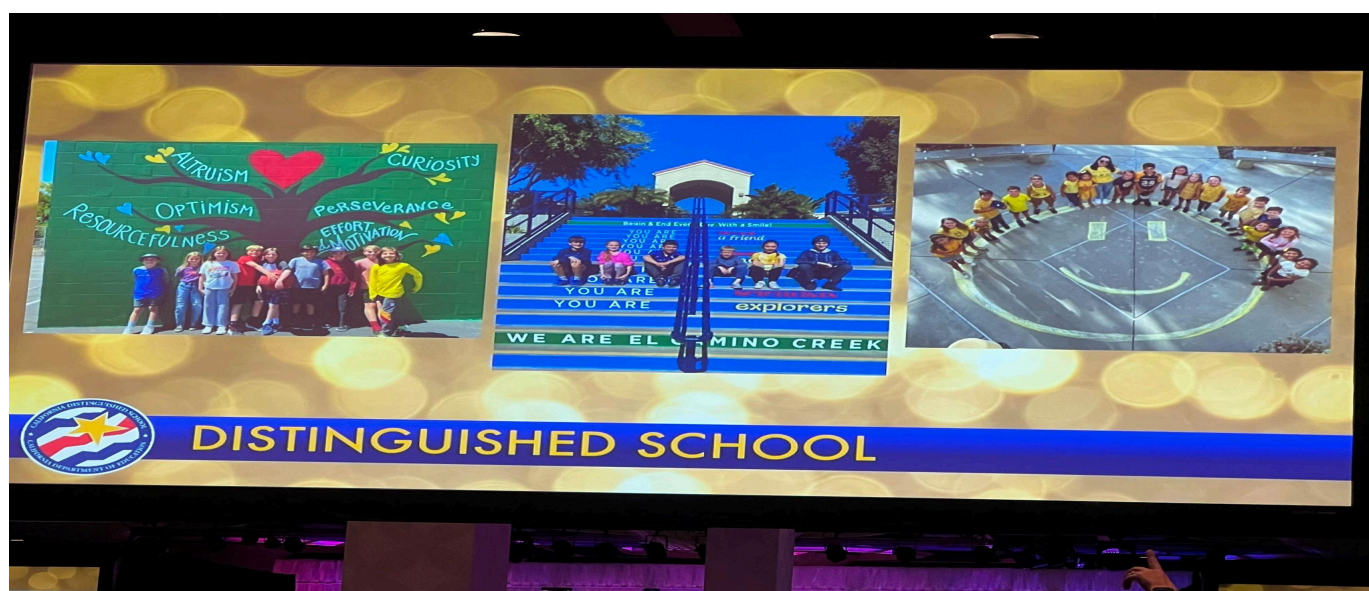
- Vertical Collaboration
- Continued targeted small group differentiated instruction in reading & math by teachers and intervention staff
- Continue bridging of communication with SPED, intervention staff and teachers- it is very powerful this year
- Continue releasing teachers (2 days) to collaborate and refine units and analyze student data in depth
- Continue push-in support for reading and math intervention when possible to support all learners with flexible groups

Areas of Focus for 26-27:

- Teacher training and support for curricular design and adjustment to ensure 2 interdisciplinary units are created at all grade levels
- MTSS TOSA- Continued collaboration with our intervention teachers, SPED staff and teachers to provide push-in intervention, when possible, to support all learners
- Continued UFLI with fidelity
- Refined grade level Scope & Sequences
- Cross school & grade level collaboration
- Incorporate Learner Profile & Competencies language into learning
- Incorporate EUSD Values

Resources:

- MTSS ToSA
- DBCI Process for student data and weekly grade level check ins
- Grade Level Release Days to refine and create units
- Intervention- reading & math
- Learner Profile-celebrate Bright Spots in classrooms, newsletters, and assemblies
- Weekly grade level collaboration



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:

There was an increase in attendance at school/PTA events and total schoolwide participation. Families report they were well informed about events and their child's learning by all the communication modes and the variety of modes.

- Daily Morning Announcements
- Principal Weekly Sunday email
- PTA Weekly E-Newsletter
- Digital marquee
- Social Media
- Variety of Volunteer Opportunities
- PTA and school sponsored events and school events throughout the year
- Monthly spirit assemblies
- Student Council
- Principal Chats
- Text and email
- Safety Updates from Principal
- Student led parent teacher conferences
- Weekly newsletters from teachers
- Monthly Gatherings for parents and students
- Yard signs
- New Family Liaison
- Site Liaison

Feedback and Recommendations for 26-27:

- Continue to provide a variety of events to ensure connection and belonging for all - pickleball, gala
- Continue accessibility of the Principal- in front of school for drop off and dismissal, available for meetings, open and responsive to feedback
- Continue PTA weekly newsletter that includes enrichment update that includes enrichment update
- Continue Teacher weekly email
- Continue Principal weekly email
- Continue student voice in IEP and 504 meetings
- Continue Text blasts
- Continue student created and led assemblies
- Continue Teacher-student-parent conferences
- Continue social opportunities monthly for parents, students and staff
- Provide a new parent, kinder and PEC buddy parent program
- Question/suggestion box in office
- Provide informal get togethers with PEC/ECC families
- Call parents randomly for feedback and opportunities

Areas of Focus for 26-27:

- Try to have/find different parents in Community Groups (ex. School Site Council, PTA, Sped Parent Council) to get more involved

Resources:

- Weekly ENews
- Weekly Parentlink
- PTA Fundraisers
- EEF Fundraisers

- Continue our Community Events (ex. Jogathon, Glow Party, Ice Cream Social))
- Continue Communication- 3x week (Principal, Teacher & PTA)
- Continue to provide opportunities for feedback and collaboration- PTA meetings, Staff meetings, Leadership, Principal Chats
- Create an inclusive campus and provide a sense of belonging to PEC families
- Combine activities when possible for PEC to join ECC at events

- Banners
- Marquee
- Fliers



Goal #3

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

Progress Made in 25-26:

Our campus beautification projects enhance our school. Families and staff feel pride and joy when entering campus and seeing different decorations and displays in the courtyard each month.

- Survey responses positive- students, staff and parents
- Green audits
- Morning meetings in classrooms
- Teacher/student well-being weekly check ins (Google forms, letters)
- Principal shout outs and check ins
- Restorative Circles

Feedback and Recommendations for 26-27:

- Utilize outdoor learning spaces with shade more often
- Beautify our new garden area and provide lunch opportunities since it will be more accessible
- Enhance Nutrition Lab lessons-more alignment of math and science standards
- Reduce food waste (ex. Share basket/Second Chance)
- Enhance K-2 Garden Science lessons

Areas of Focus for 26-27:

- New garden area
- Expand Fitness Fridays to more days
- BCK Programs
- TRAC
- Yoga
- No Food/limit for class birthday celebrations
- Increase use of outdoor spaces and tables on campus
- Enrichment Programs

Resources:

- BCK Partnership
- Sixth grade schoolwide Friday Recycling
- Student Green Team
- Fitness Fridays
- TRAC lessons weekly
- Tier 2 and Tier 3 SEL support
- School Counselor
- Recess choices/clubs
- Library open recess/lunch M-F
- PTA funded programs- jump rope, 549 Sports, YMCA Playground Partners
- Staff Wellness Wednesdays
- Staff Pickleball Tuesdays

Goal #4

Our site will train and retain highly qualified staff.

Progress Made in 25-26:

Our school is proud to have a dedicated staff committed to student success. Our teachers and staff continuously refine their practices to meet the diverse needs of all learners. The stability of our staff allows us to build strong relationships with students and families.

- Staff participated in surveys and provided open and honest feedback to ensure joy and satisfaction at work
- Professional development feedback and reflections are used to make changes and refine future instruction and delivery
- Staff retention is very high- zero transfers to leave our campus

Feedback and Recommendations for 26-27:

- Continue to hire, if needed, innovative staff/ intervention teachers and diversify staff
- Staff continue to attend events and participate (ECC Variety Show, gala, pickleball, Wellness Wednesday)
- Continue- Administrator seeks feedback often- reflects on it, acknowledges it and acts on it.
- Grade level collaboration weekly with Principal check-ins, continue
- DBCI meetings
- SPED team meetings and MTSS team meetings 2x month with Principal, continue
- Provide Enrichment over two days, continue

Areas of Focus for 26-27:

- Grade level professional development days across all sites
- MTSS ToSA
- Site brightspots
- Increase of staff presenting and collaborating ideas at staff meetings/Site TLC
- Continued weekly collaboration during Wheel

Resources:

- MTSS ToSA
- Release days- substitutes
- Site brightspots
- District Friday TLC of choice sessions
- Enrichment

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:

We strive to create engaging and dynamic classrooms where students can thrive. We ensure that all students have access to rich learning experiences that foster growth, curiosity, and achievement. Also, we have 24 PTA programs to ensure students have an opportunity to explore their passions with student clubs, Student Council, class performances and field trips.

- District and site survey data (students, staff and parents)
- CA Dashboard indicators
- Student check ins with principal and staff
- Parent feedback to staff and principal

Feedback and Recommendations for 26-27:

- Continue to add more resources to increase books with an equity lens
- Continue to identify opportunities for guest speakers- parents
- Continue Learner Profile focus- Smiley Slips
- Grade level vertical alignment
- Flexible reading and math intervention groups and targeted instruction in reading, writing, and math
- Successful robotics and Odyssey of the Mind teams- made state level competition
- Student created and led ECC Spirit Assemblies
- Schoolwide and grade level service projects

Areas of Focus for 26-27:

- Grade level Learner Profile and competencies focus to gain a better understanding of language for students/staff
- MTSS TOSA to continue collaboration between SPED, intervention and staff
- Personalized learning experiences for students and staff
- Keep Enrichment groups mixed by grade level and not by class
- Keep Enrichment 2x week
- Bring back, if possible, the PTA event like Winter Wonderland- Students miss this traditional event

Resources:

- Resources for new books - continue to increase representation of diverse students
- MTSS ToSA
- Intervention- Reading and Math
- PTA
- Enrichment
- Passion Projects
- Class plays/performances- every grade level
- Student Council
- TRAC small group and 1:1 support
- Counselor

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 \$52, 551, 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.

