

ENCINITAS UNION SCHOOL DISTRICT

LA COSTA HEIGHTS ELEMENTARY SCHOOL



SINGLE PLAN FOR STUDENT ACHIEVEMENT 2026-2027

37 68080 6106132
CDS Code

Date of this revision: March 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:	Heidi Galassi
Position:	Principal
Telephone Number:	(760) 944-4375
Address:	3035 Levante Street Carlsbad, CA 92009
E-mail Address:	heidi.galassi@eusd.net

School Overview

Mission Statement

Inspiring Learners, Empowering Leaders

Values:

- **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 lives of others
- **Innovation:**
We are curious, creative and resourceful in pursuit of novel solutions to complex problems.

Learner Competencies:

- **Empowered Learner:**
Learners passionately pursue their interests by directing their own inquiry and learning.
- **Global Citizen:**
Learners are culturally aware and environmentally responsible, making a positive impact on their community and world.
- **Innovative Thinker:**
Learners solve complex problems by critically evaluating information, taking risks and exploring novel ideas and solutions.
- **Wellness Advocate:**
Learners promote mental, social and physical well-being for themselves and others.
- **Skilled Communicator:**
Learners compellingly speak, write, and present information with clarity to a variety of audiences.
- **Confident Collaborator:**
Learners collaborate skillfully with others to pursue and achieve shared goals.

School Overview

Encinitas Union School District serves the City of Encinitas and the La Costa area of Carlsbad in North San Diego County. Although located in the city of Carlsbad, La Costa Heights Elementary is one of nine schools in the impressive Encinitas Union School District. All of the District's schools have been recognized as California Distinguished Schools, and La Costa Heights has also been recognized as a National Blue Ribbon School and recently as a California Gold Ribbon School. In addition, La Costa Heights was recognized in 2018 as a California Civics Award School of Merit, in 2019 as a California Civics Award School of Distinction, in 2020 as a California Civics Award School of Excellence, and in 2026 as a Honor School.

We offer a full academic program from kindergarten through sixth grade to approximately 600 students. Children explore and demonstrate their abilities through challenging academic activities as well as creative art, music, PE, yoga, and science lab.

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

La Costa Heights has adopted The Leader in Me Program. We believe that every staff member and every student on our campus is a leader, and we will help everyone find the leader inside themselves. With this cultural perspective, we are positively impacting all children we serve in all capacities.

La Costa Heights has an active volunteer base. Volunteers regularly serve on the PTA (Parent Teacher Association), SSC (School Site Council), EEF (Encinitas Education Foundation), and various committees such as kindness, green team, and garden. Volunteers also help to support students in classrooms and assist in school activities.

The teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. To ensure learning for all students, we provide intervention support during the day with a focus on reading.

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. LCH 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
Heidi Galassi	X			
Nancy Miksad		X		
James Staton		X		
Liz Sanders		X		
Anti Haskell			X	
Susan Legacki				X
Cheri Pierce				X
Tanya Gonzalez				X
Jaime Gant				X
Becca Dorn				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)

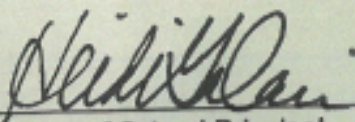
☒ La Costa Heights Parents (via input at SSC meetings, PTA meetings, Principal Chats)

☒ La Costa Heights Students (via Student Lighthouse 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 12, 2026

Attested:

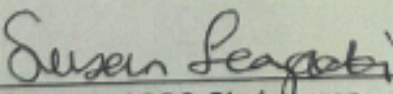
Heidi Galassi
School Principal



Signature of School Principal

4/6/26
Date

Susan Legacki
SSC Chairperson



Signature of SSC Chairperson

4/2/26
Date

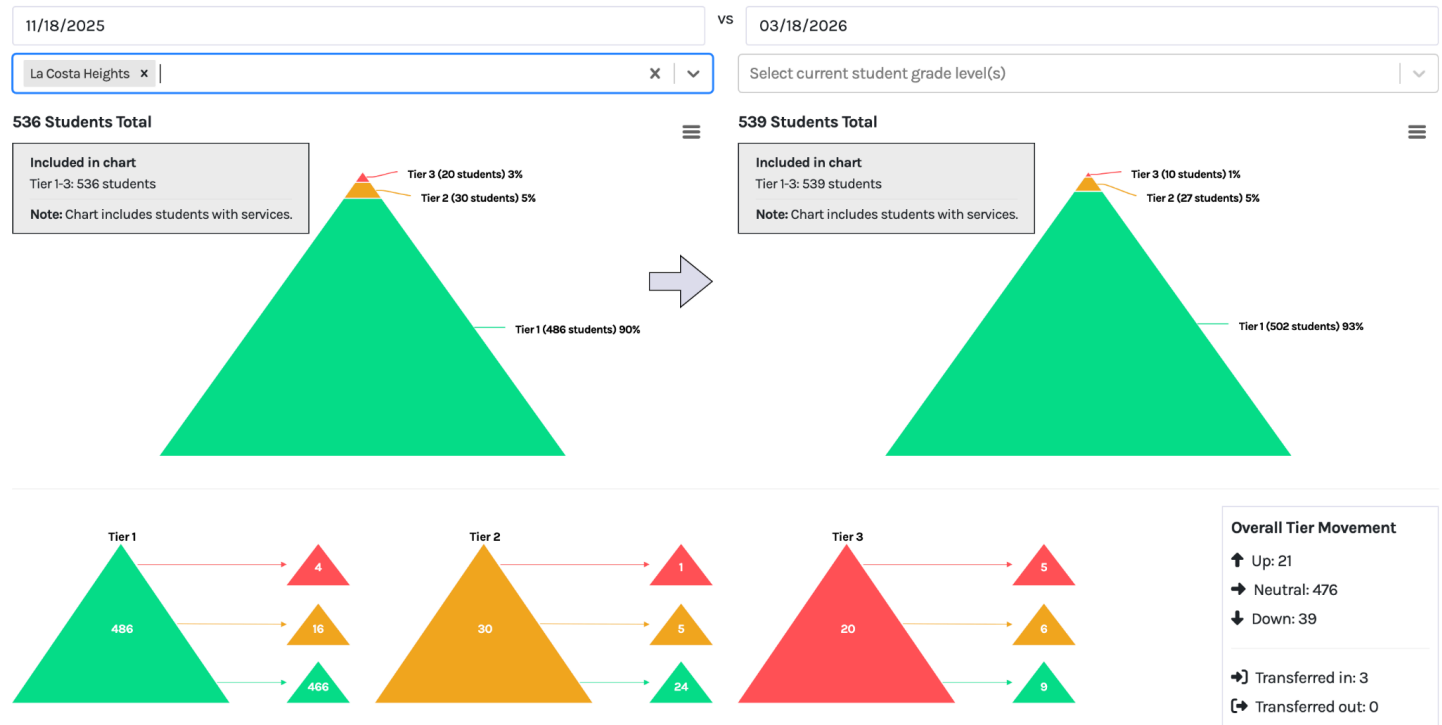
School Data

CA Dashboard Data

Link La Costa Heights Dashboard: <https://caschooldashboard.org/reports/37680806106132/2025>

Branching Minds - Reading

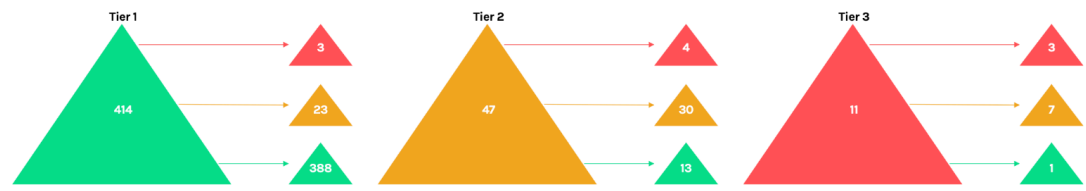
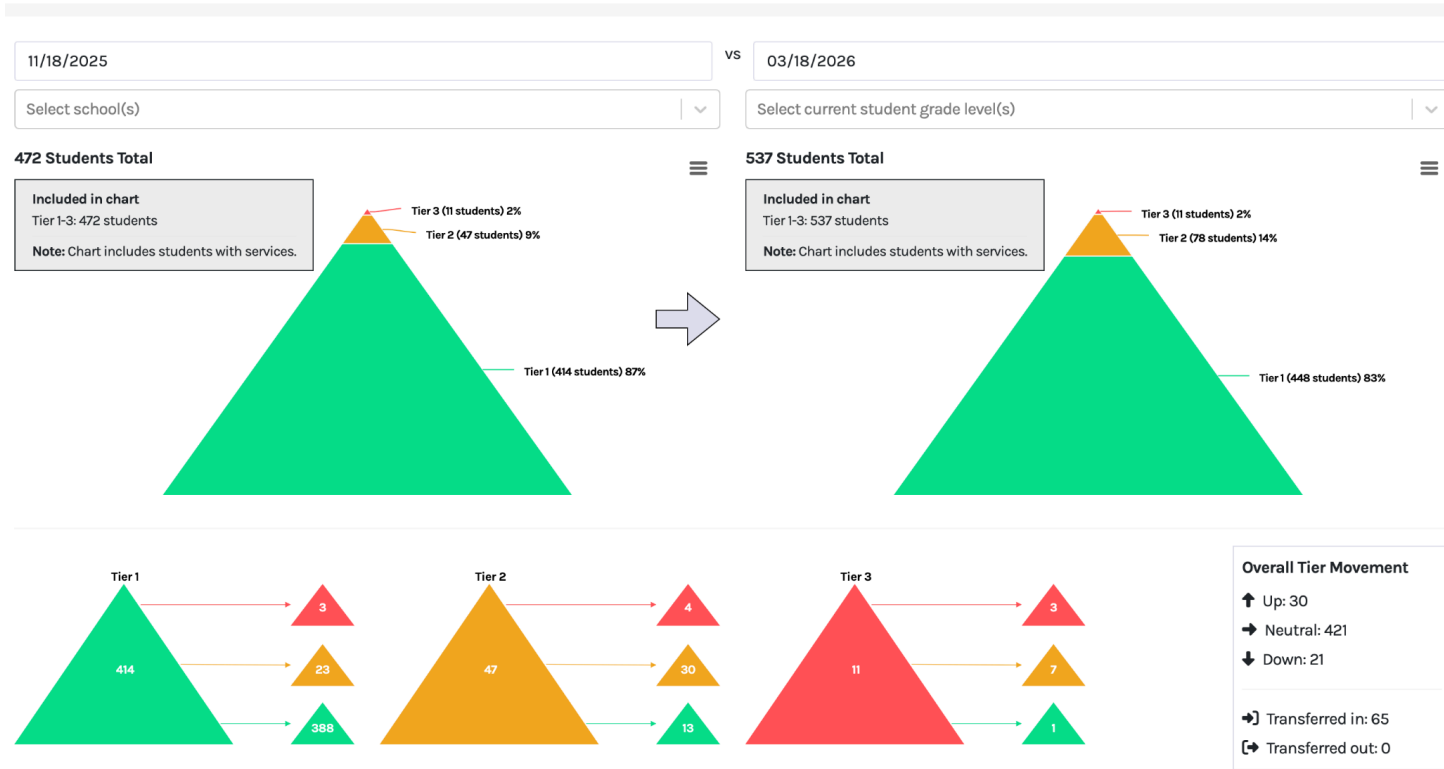
Tier Movement Report



Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	Total Enrollment
	La Costa Heights	502	27	10	539	18	557
	Kindergarten	61	2	1	64	3	67
	1st Grade	53	8	4	65	3	68
	2nd Grade	68	5	0	73	3	76
	3rd Grade	76	3	3	82	2	84
	4th Grade	66	3	0	69	0	69
	5th Grade	92	2	1	95	1	96
	6th Grade	86	4	1	91	6	97

Branching Minds - Math

Tier Movement Report



Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	Total Enrollment
	La Costa Heights	448	78	11	537	20	557
	Kindergarten	46	16	1	63	4	67
	1st Grade	46	15	4	65	3	68
	2nd Grade	66	3	3	72	4	76
	3rd Grade	64	17	1	82	2	84
	4th Grade	57	11	1	69	0	69
	5th Grade	87	8	0	95	1	96
	6th Grade	82	8	1	91	6	97

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:

- Increased CAASPP CAST percentage of students who met or exceeded by 1.1%
- Increased CAASPP Math percentage of students who met or exceeded by .24%
- Increased CAASPP ELA percentage of students who met or exceeded by 2.62%
- Increased SY 24-25 EOY iReady Math percentage of students who met or exceeded by 4% over SY 23-24
- Students are progressing and exiting tier 2 intervention for both Reading and Math
- Decrease in the number of students who are being referred for special education assessment

Feedback and Recommendations for 26-27:

- Explore Writing strategies and genres with a focus on vertical articulation
- Math curriculum will be piloted and feedback will be provided by staff, students, and parents.
- Audit and alignment for both tech and homework per grade level
- Co-teaching in upper grades
- Content teaching in upper grades

Areas of Focus for 26-27: • Tech Audit and Analysis for Vertical and Horizontal Articulation with recommended ranges • Homework audit and alignment per grade level • Incorporate Learner Profile competencies • Science of Reading • CGI Math • Math curriculum will be piloted and feedback will be provided by staff, students, and parents. • Teacher training and support for curricular design and adjustment • MTSS • Science of Reading • Explore Writing strategies and genres with a focus on vertical articulation • Vertical Collaboration for math and writing • Co-teaching in upper grades • Content teaching in upper grades	Resources & Funding Source for 26-27: • MTSS ToSA • DBCI Process for student data and MTSS process • Reading Intervention • Math Intervention • Reader Leaders • Assessment tools (ex. STAR, Core Phonics, Amira, and iReady) • Teacher walkthroughs - Learner Profile bright spots
---	--

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:	• Weekly Student-led 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 Synergy assemblies • Principal Chats • Text and email reminders and updates • Safety Updates from Principal • Student led parent teacher conferences attendance • Weekly newsletters from teachers • Yard signs • Survey responses • Enrichment wheel newsletter • Superintendent and Principal advisory council with 4th, 5th, and 6th grade students	
Feedback and Recommendations for 26-27:	- Student Council - Recorded Principal Chats - Condensed school and family communication - Student voice in IEP meetings for all grade levels	
Areas of Focus for 26-27:	Resources & Funding	

• Create and incorporate student led Student council • Recorded Principal Chats • Principal chats at beginning of the year regarding how to help at home with math and what strategies to use • Superintendent and Principal Advisory Council with students • Student voice in IEP meetings for all grade levels • Data based decision regarding communication using current communication styles/strategies • Try to have/find different parents in Community Groups (ex. School Site Council, PTA, Sped Parent Council) to get more involved • Engage our kinder community in more events • Continue our Community Events (ex. Jogathon, PNO) • 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 families	Source for 26-27: • Weekly ENews • Weekly Parentlink • PTA Fundraisers • Banners • Marquee • Fliers • ZOOM for recorded principal chats
---	--

Goal #3 Our site will maintain and improve safe, green and innovative learning spaces that promote health and wellness.		
Progress Made in 25-26:	• Survey responses positive- students, staff and parents • Green audits • Green team presentations in classrooms • Morning meetings in classrooms • Principal shout outs and check ins • Restorative Circles • CA Dashboard data (ex. Attendance & suspension data)	
Feedback and Recommendations for 26-27:	• Utilize outdoor learning spaces with shade more often • Create an outdoor classroom • Reduce food waste (ex. Share basket/Second Chance) • More programs for recess unstructured time • Learner Profile incorporation at Synergy gatherings (each grade level will focus on one of the leaves of the learner profile)	
Areas of Focus for 26-27: • Learner Profile incorporation at Synergy gatherings (each grade level will focus on one of the leaves of the learner profile) • Continue run club twice a week before school • Create an outdoor classroom • Reduce food waste (ex. Share basket/Second Chance)		Resources & Funding Source for 26-27: Resources: • BCK Partnership • Student Green Team

• BCK Programs and partnership • Student green team • TRAC lessons within wheel rotation • Yoga • Increase use of outdoor spaces and tables on campus • Enrichment Programs • TRAC small group instruction weekly • Tier 2 and Tier 3 SEL support • School Counselor • Recess Lounge • Clubs - Student led with permission slips • Programs for recess unstructured time	• Run club • TRAC lessons weekly • Tier 2 and Tier 3 SEL support • School Counselor • Recess choices/clubs • Library open recess/lunch M-Th • Recess lounge • PTA funded programs- YMCA Playground Partners, 4 quarters, and Park Dale Players
---	---

Goal #4

Our site will train and retain highly qualified staff.

Progress Made in 25-26:	• 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
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 (Variety Show, PNO, and Auction items) • Administrator seeks feedback often- reflects on it, acknowledges it and acts on it. • Grade level collaboration weekly with Principal check-ins • DBCI meetings • SPED team meetings and MTSS team meetings 1 x week with Principal • Training in staff meetings regarding instruction including differentiation with enrichment • Gratitude and thank you notes at every staff meeting

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 • New Teacher Support (ex. Induction program) • MTSS ToSA teacher support • UFLI training • CGI Math training • Behavior pathways training • Equity Committee & Trainings	Resources: • MTSS ToSA • Release days- substitutes • Site brightspots • District Friday TLC of choice sessions • Professional development at staff meetings

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:	• 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 • Staff meeting trainings regarding math strategies for all learners • Created Odyssey of the Mind teams
Feedback and Recommendations for 26-27:	• Professional development regarding enrichment for students in all content areas • Professional development for interdisciplinary units for all grade levels • Continue to add more resources to increase books with an equity lens • Continue to identify opportunities for guest speakers- parents • Continue Learner Profile focus • Grade level vertical alignment • Flexible reading and math intervention groups and targeted instruction in reading, writing, and math • Continue Odyssey of the Mind teams • Student created and led Synergy Assemblies

Areas of Focus for 26-27: • Professional development regarding enrichment for students in all content areas • Professional development for interdisciplinary units for all grade levels • Differentiation/Small Group Instruction visible in classrooms • Grade level Learner Profile and competencies focus to gain a better understanding of language for students/staff • MTSS TOSA to collaborate between SPED, intervention and staff • Personalized learning experiences for students and staff • Variety Show	Resources & Funding Source for 26-27: • Resources for new books - continue to increase representation of diverse students • MTSS ToSA • Intervention-Reading and Math • PTA • Enrichment • Class plays/performance s- 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 \$72,259 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.