

The Single Plan for Student Achievement (SPSA) - **DRAFT**

EL CAMINO CREEK ELEMENTARY SCHOOL



37 68080 6117709
CDS Code

Date of this : November 4, 2015

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:	Carrie Brown
Position:	Principal
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E-mail Address:	carrie.brown@eusd.net

Encinitas Union School District

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

EI CAMINO CREEK ELEMENTARY

Mission Statement

El Camino Creek Elementary School, in partnership with the entire community, will empower every student to become a lifelong learner who is a responsible, productive and engaged citizen within the global community. The core mission of our school is to establish a community of learners and learning, through relationships, relevance and rigor, one student at a time.



School Profile

El Camino Creek (ECC) opened in August of 2000 and is the newest school in the district. We are a **California 2014 Distinguished School**, serving 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 650 students and has a faculty of 25 general education teachers and 3 education specialists. The two-story facility is built around our center quad, a Discovery Lab, a media center, an outdoor garden science classroom, music and science labs, two yoga studios and two playgrounds. Our mascot is the Explorer and our colors are green, blue and white.

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, document cameras and LCD projectors in each room, K-6 music, science, technology, yoga, garden science and art programs, powerful service-learning projects, impressive parent involvement, extensive library collection, and beautiful campus, create an optimal learning environment that results in high academic achievement. El Camino Creek's API scores consistently rank in the top 1% - 2% at the state and county levels. 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 program at ECC is aligned with the EUSD District Goal of introducing the Common Core State Standards into 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 conferences, a weekly eNews, 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. In addition, through our "Wheel Program" K-6 teachers meet once a week, to review student work, student assessments, and to update the 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. Our students are instructed in informational literacy once a week as a part of their ongoing education in technology and its applications. ECC continuously upgrades and improves technology in an effort to provide our students with the ability to compete successfully as 21st century learners.

In an effort to meet our Visual and Performing Arts (VAPA) expectations, our students receive weekly instruction from our music consultant as well as participating in classroom musical and dramatic performances. Our Deep Space Sparkle Arts program supplements individual classroom instruction by presenting parent-led scripted art lessons.

Our science consultant works closely with our classroom teachers to ensure that our science standards are being met. For the past five years, ECC's science scores were in the top 5% at the county and state levels.. Our PE consultant and our two-yoga instructors work side by side to train and prepare our students' minds and bodies, using dedicated physical fitness curriculum for the health and wellness of both the mind and body.

ECC is attentive to the unique needs of our students. Students are recognized for outstanding behavior, special talents, and/or for improved student achievement at our Student Assemblies. Our many gifted students are challenged and supported in their classrooms through differentiated instruction and accelerated learning. Support services are available to help struggling learners, including intervention classes, individualized reading support and English Language Development for English Language Learners. A full range of Special Education services (including speech, resource support, and occupational therapy) is available to eligible students. Extra-curricular activities (district-wide instrumental music program, dance, Lego robotics, Mad Science, Spanish, yoga, chess, karate, music, etc.) and before-and-after school child care are available as well on a fee basis. Our Embrace a Family community service program supports ECC families during times of financial need.

A collaborative learning environment is designed to touch the heart and provide a sense of belonging. At ECC, our goal is to create 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.



School Accountability Report Card (SARC)

The School Accountability Report Card is available on the EUSD website here:

<http://ww2.eusd.net/parents/Pages/School-Accountability-Report-Card.aspx>

The SARC is a valuable source of information on student performance and conditions affecting the learning environment, including:

- *Pupil achievement, and progress toward meeting academic goals*
- *Expenditures per pupil and types of services funded*
- *Progress toward reducing class sizes and teaching loads*
- *The total number of credentialed teachers, the number relying upon emergency credentials, and the number of teachers working outside their subject areas of competence*
- *The quality and currency of textbooks and other instructional materials*
- *The availability of qualified personnel to provide counseling and other pupil support services*
- *The availability of qualified substitute teachers*
- *The safety, cleanliness, and adequacy of school facilities*
- *The adequacy of teacher evaluations and opportunities for professional improvement*
- *Classroom discipline and climate for learning, including suspension and expulsion rates*

- *Staff training and curriculum improvement*
- *The quality of instruction and school leadership*
- *The degree to which pupils are prepared to enter the work force*
- *The number of instructional minutes provided*
- *The number of minimum days scheduled*

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. The current make-up of the school site council is as follows:

Names of Members	Principal (1)	Classroom Teacher (3)	Other School Staff (1)	Parent or Community Member (5)
Carrie Brown	X			
Kim Heinze			X	
Jen Smith		X		
Kit Brazier		X		
Debbie Wright		X		
Karin Roberts		X		
Jason Booher (Chairperson)				X
Mamta Malhotra				X
Kathy Doherty				X
Jennifer Frankel				X
Cath Bovenizer				X
Anne-Katherine Pingree				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 Advisory, SSC, and/or staff meetings)

 X ECC 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:

Attested:

Carrie Brown
School Principal

Signature of school principal

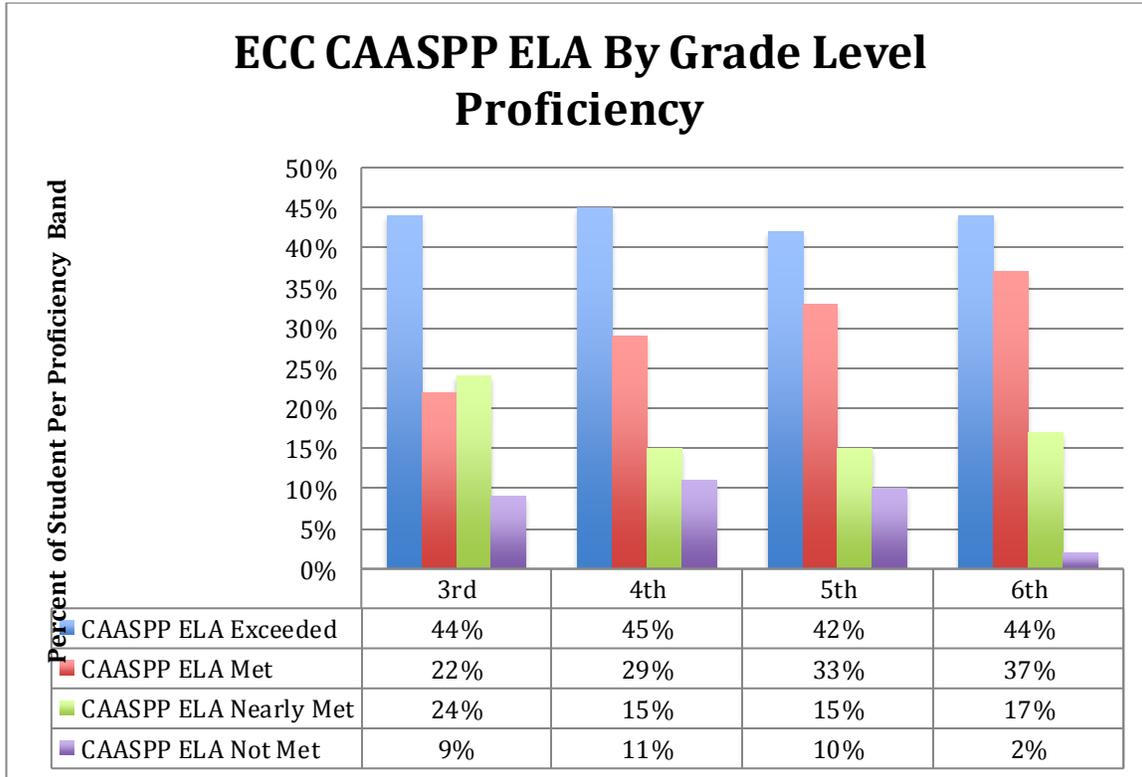
Date

Jason Booher
SSC Chairperson

Signature of SSC chairperson

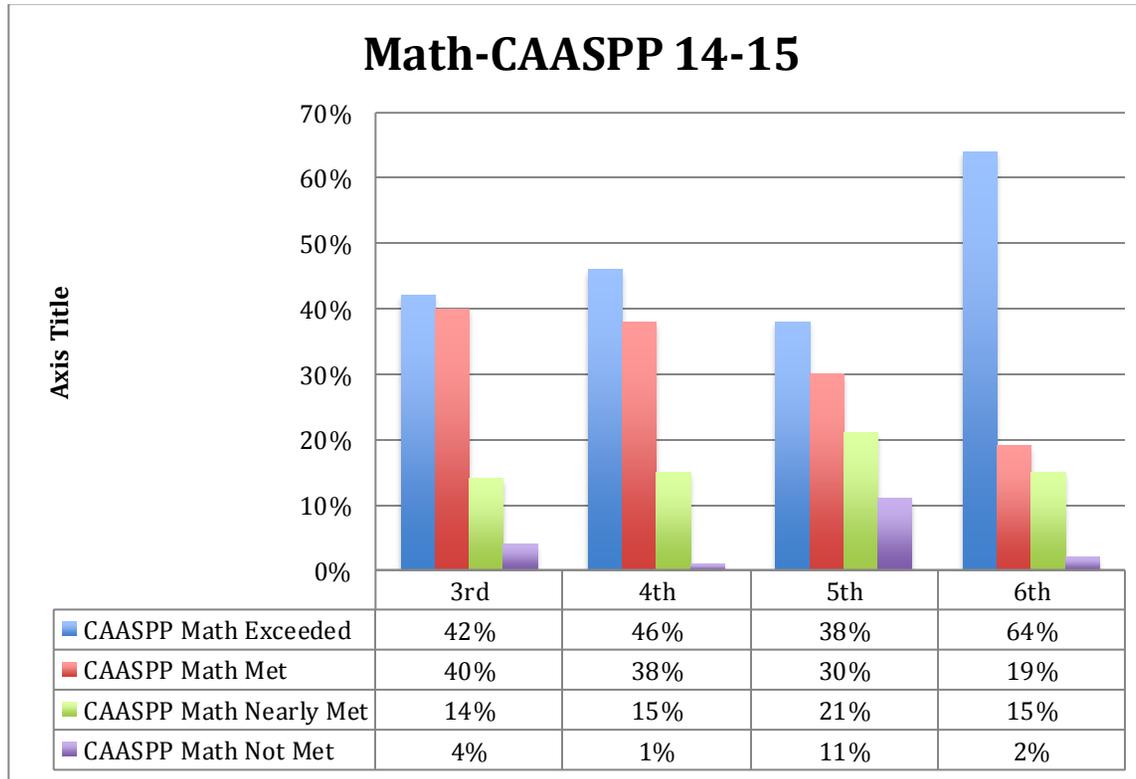
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ECC Academic Performance Data



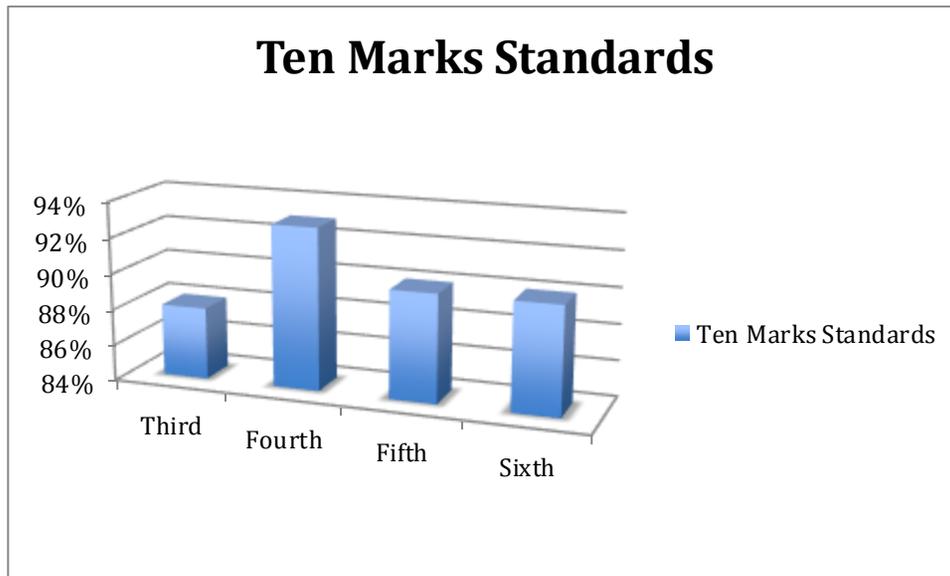
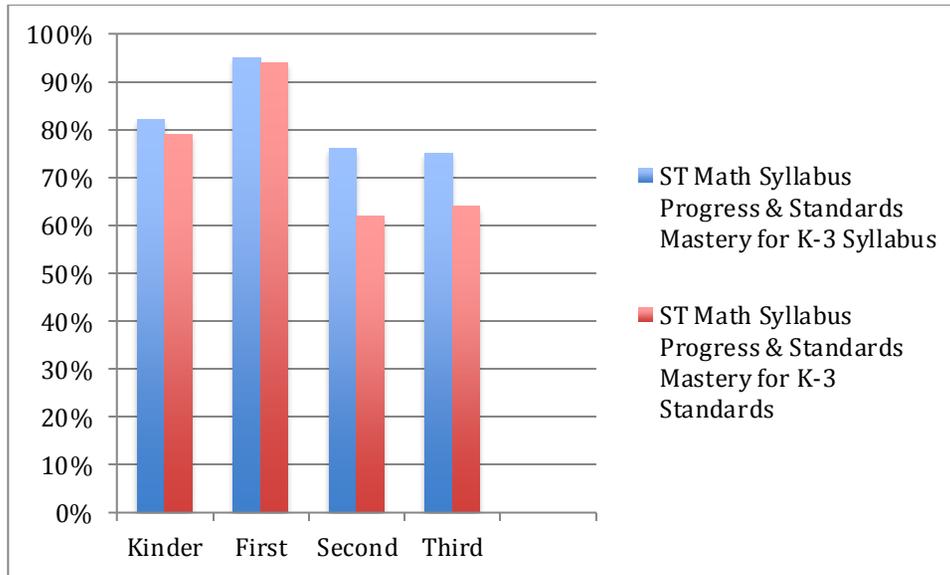
ECC Math Achievement

Math-CAASPP 14-15



ST Math: Mean Progress by Grade

Grade	Average Progress
K	92.0%
1	73.4%
2	68.1%
3	55.4%
4	65.0%
5	77.2%



Math Achievement: Analysis of Data

The ECC 2014-2015 goal in the area of Math was to increase the ST Math average progress mean from 70% to 73% in Kindergarten through fifth grade. An approximation of progress using available data gives a mean achievement of 72%, so this goal was not quite met. (The schoolwide data included a handful of 6th graders spending a few hours on ST Math, skewing the data and requiring some extrapolation.)

EUSD LCAP and SPSA Alignment

EUSD's Local Control and Accountability Plan (LCAP), as approved in June 2015, 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 following **eight priorities** have been identified by the California Department of Education, and are categorized in the following areas:

1. School Climate
2. Student Engagement
3. Involvement and Input of all Stakeholders
4. Basic Services
5. Implementation of content and performance standards
6. Course Access
7. High Student Achievement
8. Other Student Outcomes

The **District / Local Priorities** include the following:

1. Academic Achievement
2. Teacher Collaboration
3. Common Core Implementation
4. Communication
5. Technology
6. Safety

7. Health & Wellness
8. Global Competencies
9. Green Restructuring

EUSD's LCAP from 2014-2015 consists of **five goals** that encompass the above state and local priorities:

- Goal 1:** Through Common Core State Standards Implementation, Encinitas USD will increase student achievement in Language Arts, Math, Social Studies, and Science.
- Goal 2:** Encinitas USD will increase parent, staff, and community awareness, communication, and involvement to aid and enhance student learning.
- Goal 3:** Encinitas USD will maintain and improve safe, green, and innovative learning environments that engage students and promote health and wellness.
- Goal 4:** Encinitas USD will train and retain highly qualified staff to facilitate the personal and academic success of each student.
- Goal 5:** Encinitas USD will ensure quality programs, adequate resources, and digital learning opportunities to deliver personalized learning and meet the unique needs of diverse groups.

EUSD LCAP, District Goals, and the Single Plan for Student Achievement (SPSA) align through the following **three overarching areas**:

1. Conditions of Learning
2. Engagement
3. Pupil Outcomes

OVERARCHING GOAL #1 - Conditions of Learning

All students will be provided with access and opportunities that support learning.

SCHOOL GOAL (A):

ECC's staff engages in ongoing cycles of professional learning that includes data-driven planning and decision-making

Indicators of Goal:

- Grade level teams meet on regular basis (in wheel), and use student data to address class wide and unique student learning needs, and create or refine grade level curricular maps.
- Teams identify students in need of additional support and refer them for Reading Intervention (in-school) and After School Intervention support; data from interventions is included in ongoing cycles of study
- Instructional staff is actively engaged in personalized staff development to improve their skills related to technology, pedagogy, and content knowledge.
- Advisory Committee takes an active instructional leadership role

Groups and Grade Levels Represented in Goal:

Whole-school population
 Grade levels
 At-Risk students (identified by ongoing formative assessments)

Actions to be taken to reach this goal:

**Start Date /
Completion
Date:**

**Proposed
Expenditures:**

Estimated Cost:

**Funding
Source:**

<ul style="list-style-type: none"> • Teachers and principal develop personalized learning plans (PPDs) outlining professional development goals. • Teachers and principal attend on- and off-site professional development opportunities to build individual and site capacity • Support staff (office & special education) attend professional development opportunities to build individual and site capacity • After-school intervention for at-risk students • Reading Intervention Specialist provides in-school support for at-risk students 	<p>October 2015</p> <p>October 2015 - June 2016</p>	<p>Staff to oversee after school intervention</p>	<p>\$5000</p>	<p>LCAP</p>
<p>Metrics / Evidence for evaluating progress toward this goal:</p>		<p>Reading Intervention Specialist</p>	<p>\$\$22000</p>	<p>ECC Fund/LCAP</p>
<ul style="list-style-type: none"> • Specific Professional Learning Plans submitted to principal • Agendas/Notes from teachers' collaborative wheel time • Advisory agendas • After school Intervention rosters • Curriculum maps 				

OVERARCHING GOAL #2 - Engagement

All stakeholders will be engaged in the educational process.

SCHOOL GOAL (A):

Members of the ECC School Community will have the opportunity to share concerns, ask questions, attend trainings and participate in interactive forums.

Indicators of Goal:

- Grade level created, math resource pages for parents
- Monthly chats with the principal at “Coffee with the Principal” forums.
- PTA sponsored parent education nights
- Monthly Family Science Nights
- Weekly eNews with a “Note from the Principal” newsletter
- Quarterly General PTA meetings
- Monthly School Site Council Meetings
- Annual Parent Survey
- Weekly principal all calls

Groups and Grade Levels to Participate in Goal:

All ECC Community Stakeholders

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Estimated Cost:	Funding Source:
<ul style="list-style-type: none"> • Staff works on math resources for parents at Wheel Collaborations. • Community invitations to principal coffees via all calls and weekly eNews • Parent survey created by principal and SSC Members and sent out in late spring to gather feedback for planning purposes • Science night notifications sent via room parents and weekly eNews 	August 2015 – June 2016	N/A	N/A	N/A
<p>Metrics / Evidence for evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Evidence from attendance/sign-in sheets • Parent Survey results Summary • Videos/iMovie of math workshops 				

OVERARCHING GOAL #2 – Engagement All stakeholders will be engaged in the educational process.					
SCHOOL GOAL (B): The school community uses creative and innovative approaches that are replicable; to create a school environment that celebrates high student involvement and showcases student success.					
Indicators of Goal: <ul style="list-style-type: none"> Students have the opportunity to become involved and engaged in the following groups on campus: I Can Club for recycling, H2O Club, Green Team, SWPPP, Safety Patrol, Student Council, Explorer Club Guides, Movie Club, Robotics Club, Odyssey of the Mind (OOTM) Running Club, Spelling Bee, Variety Show and Math 24 There is evidence of complex, real world student application of learning: Robotics Team meetings and Presentations, SWPPP Team Presentations, Student Council Proposals and Spirit Assembly Productions, Movie Club Creations, OOFM Performances, Math 24 Students research, collaborate and facilitate clubs and groups: Explorer Club Guides, SWPPP, Robotics, Movie Club, I Can, Green Team, Student Council 		Groups and Grade Levels to Participate in Goal: All students grades K-6			
Actions to be taken to reach this goal:		Start Date / Completion Date:	Proposed Expenditures:	Estimated Cost:	Funding Source:

<p>Recruitment of 4-6 graders for Explorer Club Guides Continued promotion of recycling contests and results by students Student Council promotions and presentations sent to principal each month Movie Club applications distributed through classroom teachers Monthly Robotics presentations for principal calendared with office manager</p>	<p>August 2015 – June 2016</p>	<p>Kit costs for Robotics Club Teams Green Team tools Registrations fees for Robotics and OOTM competitions Running Club popsicles</p>	<p>\$7000 \$100 \$350 \$200</p>	<p>PTA PTA PTA PTA</p>
<p>Metrics / Evidence for evaluating progress toward this goal:</p>				
<ul style="list-style-type: none"> • Percentage of students engaged measured by student sign in sheets • Students surveyed as a measure of enjoyment in particular program and to drive planning for future opportunities • Recycling dollars generated • Frequency of student created presentations at assemblies • Frequency of student/principal meetings on calendar 				

OVERARCHING GOAL #3 – Pupil Outcomes

All Students will have the prerequisite skills needed to eventually graduate from high school and be college and career ready.

SCHOOL GOAL (A):

The percentage of Flora Vista students demonstrating proficiency in Science (in relation to the Next Generation Science Standards) will grow *****, using multiple measures of assessing proficiency.

Indicators of Goal:

- Teachers collaborating to plan and implement common experiences in Science in support of NGSS practices
- Teachers calibrating assessment of student proficiency during wheel time
- Formative assessment is varied, used to promote student growth in science achievement on ongoing basis
- Evidence of Next Generation Science Standards-based instructional practices in classrooms: ***Disciplinary Core Ideas, Scientific & Engineering Practices, Crosscutting Concepts***; Examples:
 - Emphasis on creation of models (as opposed to diagrams) to explain answer (make invisible visible)
 - “Students quit hanging the solar system up and show their thinking in a notebook.”
 - Modeling, Argumentation, Explanation

Groups and Grade Levels to Participate in Goal:

All Flora Vista students K-6

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Estimated Cost:	Funding Source:
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<ul style="list-style-type: none"> • All staff to participate in EEI/Project Wet training at Farm Lab on December 11 • All staff to participate in EUSD districtwide PD in February in support of NGSS • Follow-up site training incorporating content from County Ed NGSS training (CS San Marcos), Jan or March TBD • Ongoing wheel collaboration (with principal push-in) to support NGSS instruction, including study of: <ul style="list-style-type: none"> ○ Arrangement/Design of standards ○ CA “Clarification Statements” for Performance Expectations ○ CCSS Connections recommended in docs ○ Assessment design/boundaries • Science Consultant: Forty minutes weekly with each class • TLC agenda item to support teachers in successful ongoing implementation • Teachers electing Professional Development opportunities in science with their PDP plan \$ 	Dec 11, 2015 Jan/Feb 2016	No cost for training		Sub costs: EUSD PDP “Purses”
<p>Metrics / Evidence for evaluating progress toward this goal:</p>	Sep 2015- June 2016	Science Consultant	\$24,000	FVEEF
<ul style="list-style-type: none"> • Evidence in student notebooks of achievement/understanding of Disciplinary Core Ideas (DCIs), Crosscutting Concepts, Scientific & Engineering Practices <ul style="list-style-type: none"> ○ Reflects thinking processes, Modeling/Argumentation/Explanation • Students ask questions, use evidence to explain their reasoning, back up their claims, and/or critique claims made by others. • Ongoing formative assessment identified by teams 	PDP \$	TBD (varies)	EUSD	
<p style="text-align: center;">OVERARCHING GOAL #3 – Pupil Outcomes All Students will have the prerequisite skills needed to eventually graduate from high school and be college and career ready.</p>				

SCHOOL GOAL (B):

The percentage of Flora Vista students demonstrating proficiency in writing will grow by 5%, using multiple measures of assessing proficiency (**** 3 text types)

<p>Indicators of Goal:</p> <ul style="list-style-type: none"> • Use of common writing framework (Learning Headquarters) to guide common instruction • Students writing daily across content areas • Students writing regularly in all three (CCSS) text types • Students using language of argument in conversations • Teachers' use of on-demand common assessments of writing • Teachers collaborate to use SBRC writing rubrics, calibrating assessment of student proficiency • Formative assessment is varied, used to promote student growth in writing on ongoing basis 	<p>Groups and Grade Levels to Participate in Goal: All students K-6</p>
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<p align="center">Actions to be taken to reach this goal:</p>	<p align="center">Start Date / Completion Date:</p>	<p align="center">Proposed Expenditures:</p>	<p align="center">Estimated Cost:</p>	<p align="center">Funding Source:</p>
<ul style="list-style-type: none"> • Teachers developing/selecting common writing tasks/assessments during weekly collaborative time • Teachers using student writing samples and rubrics in discussions of proficiency and instruction during weekly collaborative time • Staff meeting time allotted for sharing successes/challenges • Teachers electing Professional Development opportunities in writing with their PDP plan \$ • Reading Intervention Specialist to support at-risk readers/writers • Site PD to focus on key aspects of CCSS in Writing, and teaching of the three text types <ul style="list-style-type: none"> ○ Utilize (tentative) <i>Pathways to the Common Core</i> (Calkins) 	<p>August 2015 – June 2016</p> <p>August 2015 – June 2016</p>	<p>Reading Intervention Specialist</p>	<p>\$1200</p> <p>\$22,000</p>	<p>LCAP</p> <p>FVEEF</p>
<p>Metrics / Evidence for evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • On-demand writing assessment data <ul style="list-style-type: none"> ○ Ongoing + 2x/yr for SPSA/SSC/SBRC purposes • Monthly growth in student writing as evidenced by multiple measures of proficiency, including classroom writing assignments and rubrics 				