ENCINITAS UNION SCHOOL DISTRICT
PAUL ECKE ELEMENTARY SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2023

I. Background Information
- A. Title Page – School Name, CDS Code, Principal, Contact Info
- B. School mission/vision
- C. School profile (Include school branding / guiding principles information)
- D. SARC report
- E. School Site Council Membership Chart, Recommendations & Assurances, and Signature Page

II. Federal, state, and local data
- A. CAASPP, CELDT, and Title 3 scores and targets for school and all subgroups
- B. Any other benchmark measurements or local assessments that the school would like to include

III. Analysis of data above, local assessments, and previous years goals
- A. Overall
- B. Grade level results
- C. Significant Subgroups

IV. 5 District/Site LCAP Goals

V. Areas of Focus for Actions and Services

VI. Proposed Expenditures related to actions

The Single Plan for Student Achievement (SPSA)

PAUL ECKE CENTRAL

CDS Code:37-68o 8o – 6o 3814s
Date of this Revision: January 2023

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: Wes Sechrest

Position: Principal

Telephone number: 760-944-4323

Email address: wesley.sechrest@eusd.net

The District Governing Board approved this revision of the School Plan on April 2023

ENCINITAS UNION SCHOOL DISTRICT
PAUL ECKE CENTRAL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2022-2023

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Paul Ecke Central

School Profile

Paul Ecke Central (PEC) opened its doors in 1927. It is the oldest of nine schools in the Encinitas Union School District. Located in the north coastal region of San Diego County, PEC currently serves approximately 625 students in grades K-6 in a single modified traditional calendar. The school day begins at 8am and ends at 2:20PM. In order to allow teachers an opportunity to meet, plan and collaborate, students are dismissed at 12:45pm on Friday afternoons. The school is comprised of 28 general education classrooms. There are 16 primary (K-3) with an average student teacher ratio of 24 to 1. There 9 upper (4-6) classes with an average student to teacher ratio of 31:1. PEC is schoolwide Title with approximately 28% receiving free or reduced lunch. The student population is representative of our diverse community with 17% English Learners, 32% Hispanic or Latino and 59% White, and 17% are receiving special education services.
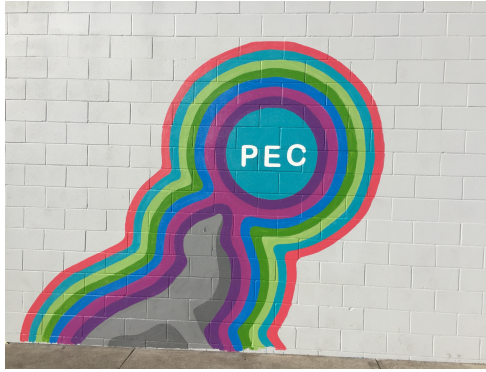
PEC VISION

We are Readers, Writers, Thinkers, Collaborators, Dreamers and Doers

MISSION

Paul Ecke Central School is committed to fostering a rich foundation of lifelong learning, where creativity and risk-taking are encouraged and valued. Students at PEC will develop self-respect, tolerance and appreciation for others and in the community. Our students learn to create innovative solutions for unique challenges in a technology-rich world. Ultimately, our students will be equipped with the skills to become productive citizens in our diverse, multilingual and multicultural community.

CORE VALUES

At PEC, we are:

- **Readers**: Learning about the world around us from books and other resources
- **Writers**: Sharing our thoughts, feelings and opinions through descriptive writing
- **Thinkers**: Planning solutions and making big connections
- **Dreamers**: Brainstorming creative and unique ideas
- **Doers**: Striving to always work hard and do our personal best
- **Collaborators:** Working together to appreciate the value of all students, families and cultures

School Accountability Report Card (SARC)

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

[Paul Ecke Central School Accountability Report Card](#)

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)
Wes Sechrest	X			
Cynthia Snipe		X		
Matt Gutierrez		X		
Sarah Breech		X		
Ruth Solorio			X	
Sandra Galicia			X	
Lea Pilgrim				X
Stacy Reddell				X
Julie Nuñez				X
Melissa Ellis				X
Yeni Villatoro				X
Deirdre Ransavage				X
Ana Nava				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, SSC, and/or staff meetings)

    __X_ Paul Ecke Central (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:

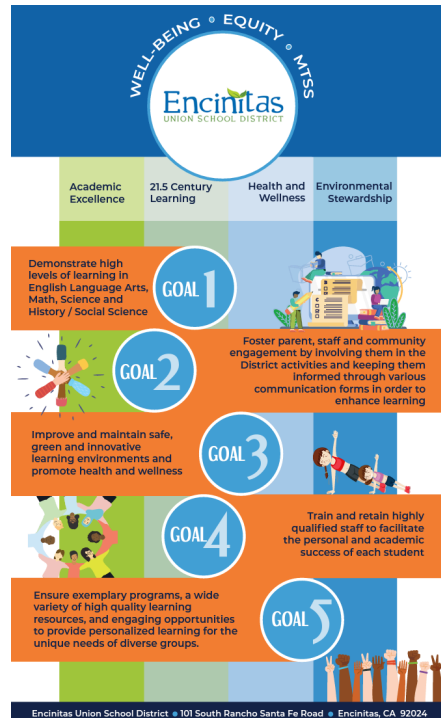|		
Wes Sechrest	Wes Sechrest	2/1/23
School Principal	Signature of school principal	Date
Stacy Reddell	Stacy Reddell	2/2/23
SSC Chairperson	Signature of SSC chairperson	Date

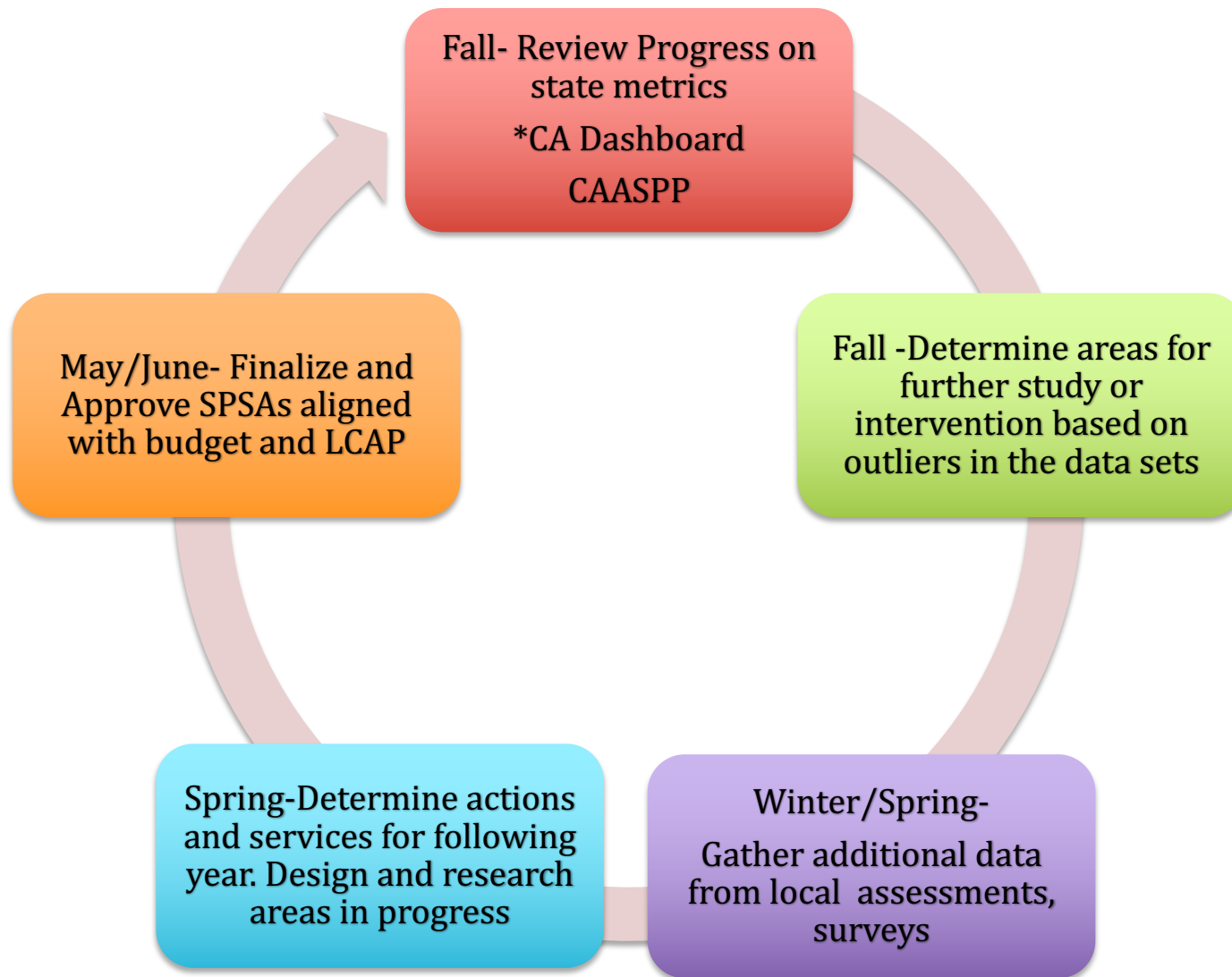**EUSD LCAP and SPSA Alignment**

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.

[EUSD LPAC Financials](#)

Fall- Review Progress on state metrics

*CA Dashboard

CAASPP

Fall -Determine areas for further study or intervention based on outliers in the data sets

Winter/Spring- Gather additional data from local assessments, surveys

Spring-Determine actions and services for following year. Design and research areas in progress

May/June- Finalize and Approve SPSAs aligned with budget and LCAP

GOAL #1 -
Our site will demonstrate high levels of learning in English Language Arts, Math, Science and History Social Science.

District Areas of Focus:

- Teacher training and support for curricular design and adjustment
- English Language Learner Support TOSA
- Learning Management System and Digital Tools to support collaboration
- Class size support for social and emotional needs of students
- Principal Support
- Community Liaison
- CAASPP Testing Infrastructure and Tools
- English Language Learner Development Support Plan
- Educational Base Program
- Summer Support (EL, Sped, Enrichment)
- Multi-Tiered Systems of support for all learners
- Assessments and Monitoring Tools

Indicators used by the site to analyze progress:

- CAASPP scores
- CAST scores
- California Dashboard Results
- ELPAC results
- Local assessments, projects and evaluations
- Intervention progress monitoring tools

Expectancies:

Students and student subgroups are scoring within expected range on state and local assessments.

School has systems in place for intervention, ELD, and MTSS.

Teachers are using district tools to support student learning.

Met Expectancies : YES

Resource allocations to support this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
All teachers implement conceptual based pedagogy training in mathematics through Juli Dixon and/or CGI training.	August 2022 – June 2023	No cost to site	District Funds
Intervention aides, reading specialist and several trained teachers to provide reading intervention support to students who are two years below grade level.	September 2022-May 2023	$178,796 Reading resource teacher, intervention teachers, instructional aides	Supplemental/ Core intervention/ Title I/ Site Funds
Professional development on Integrated and Designated ELD and transference training for DLI teachers	October 2019-May 2020	$2,500 Contract and sub costs	Title I, Site Funds
Teachers will utilize Literably to monitor reading progress three times per year for English reading and planned for Spanish reading in the fall	August 2022-June 2023	No cost to site	District Funds
Other reading assessments such as Fountas and Pinnell and Accelerated Reader will be used to monitor reading progress as needed	Augus 2022-June 2023	$3000 for AR license	Site Funds
Digital curriculum, including Newsela, Raz Kids will be used to supplement standards based instruction	August 2022- June 2023	$4000 for site licenses	Site Funds

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.

District Areas of Focus:

- Social Media and Website Access and Use
- Parent/Teacher System for Communication- PowerSchool
- Parent Engagement/Family Series
- Improved print and digital communication
- Community Liaison
- Family Workshops for Targeted Populations
- Foster Youth Supports
- Community Outreach

Indicators used by the site to analyze progress:

- Attendance at parent conferences
- Parent surveys
- Attendance at events such Enrichment Showcase, Family nights, etc.
- Focus groups such as PTA, SSC and EEF
- Responses and/or analytics for website, newsletters and social media

Expectancies:

School uses various means of parent communication tools to share regular updates.

School gets regular feedback from parents, staff, and students around site operations and programs.

Met Expectancies: YES

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Title I annual meeting	August 2022-September 2023	$200 for snacks, child care	Title I
Frequent Principal's Chat will be calendared and held	August 2022 – June 2023	No cost	None
Teachers will share data with parents twice a year at parent teacher conferences.	August 2022 – June 2023	No cost	None
Family Math, Family Author Nights, Bilingual Author Nights (PIQE)	August 2012-June 2023	$500 for materials, food, staff, custodial	Site Funds, PTA Funds
Translation at parent meetings, schoolwide events, parent conferences, other documents as needed for schoolwide communication	August 2022- June 2023	Per hour rate	Title I
School will continue to share information and updates with parents via Blackboard connect, in the PTA Splash and on social media	August 2022-June 2023	No cost to site	District Funds, PTA
District and school will closely monitor chronic absenteeism with systems in place to ensure continued near 100% attendance	August 2022-June 2023	No cost to site	District, PEC front office

GOAL #3 -
Our site will maintain and improve safe, green and innovative learning spaces that promote health and wellness.

District Areas of Focus:

- School Safety Planning
- Environmental Sustainability
- Technology Infrastructure
- DREAMS/Farm Lab
- Site and District Green Team Support
- Facility Modernization and Improvements
- Personalized learning environment
- Enrichment Programs

Indicators used by the site to analyze progress:

- FIT report
- Parent surveys
- Energy, safety and green audits
- SEL indicators such as discipline records and surveys
- CA Dashboard Suspension data

Expectancies:

Site is maintained and cleaned to high standards.

School programming supports environmental stewardship and health and wellness pillars.

Met Expectancies: YES

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Safety drills will be held monthly and audits will be done regularly	August 2022 – June 2023	No cost	None
Annual parent meeting to review school safety updates. Principal will send email to parents after drills to keep them informed about what we are reviewing for school safety preparedness.	September 2022	No cost	None
Students in grades 2nd- 6th will participate in annual Farm Lab field trips where the focus is on environmental stewardship	August 2022-June 2023	Cost of bus transportation	District Funds
Campus groups like SWWPP, Film Guild, SOAR and Star Tech will provide additional 21st century opportunities for our students in innovative ways	August 2022-June 2023	No cost to site	District funds
Designated enrichment classes will offer ways for our students to further develop health and wellness and environmental stewardship.	August 2022-June 2023	$90,000 Enrichment teacher salaries	District funds/ PTA
Students and staff members will participate in weekly social-emotional lesson through program known as TRAC with goal of improving interelations, self awareness, and self management	August 2022-June 2023	Teacher salary	District funds

GOAL #4 -
Our site will train and retain highly qualified staff.

District Areas of Focus:

- **Staff compensation**
- **Technology support**
- **New Teacher Support**
- **Dual Language Teacher Support**
- **Professional development for all staff**

Indicators used by the site to analyze progress:

- Personalized Professional Development Plans and Implementation
- Staff surveys
- PD reflections

Expectancies:

There is a site level staff development plan that includes personalized professional development for teachers.

Met Expectancies: YES

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
All teachers will participate in Professional Development.	October 2022 – June 2023	District Funds	District Funds
In depth Project Based Learning planning for teachers who opt for additional planning in this area	August 2009-June 2020	See Goal 3 for expenditure	District
Transference training for DLI teachers	September 2019	See Goal 1 for expenditure	Title I
All employees with participate in 2 district led Equity trainings	October 2022 and March 2023	Cost of substitute teachers	District

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.

District Areas of Focus:

- Technology Refresh Cycle
- Personalized learning opportunities
- English Language Development and Support
- Access to learning and materials year round
- Learning resource materials
- Personalized learning for advanced learners
- Personalized learning for special education students

Indicators used by the site to analyze progress:

- Response to intervention progress monitoring
- Student interest survey data utilization
- Student surveys
- Digital tools and usage reports and progress
- CA Dashboard indictors including Distance from 3 and sub-group movement

Expectancies:

Evidence of learner engagement through purpose, passion, power, and play.

Wide range of pedagogy and materials used to support personalized learning.

Multi-tiered Systems of Intervention in place and functioning well.

Met Expectancies: YES

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Teachers will gather a variety of data sets about students' interests, learning levels and utilize these in creating learning plans	August 2022-June 2023	No cost	None
Students will participate in project-based learning opportunities.	August 2022-June 2023	No cost	None
Enrichment wheel will offer a variety of programs to further explore student interests beyond academics.	August 2022-June 2023	Enrichment teacher salaries See Goal 3 for expenditure	District Funds, PTA Funds
Schoolwide groupings (Seminars) will explore ways to address both language, reading and writing needs.	August 2019-June 2020	Teachers, intervention aides, enrichment & Reading Specialist, See Goal 1 for expenditure	Title I, Site Funds
Opportunities to develop other student interests will continue in SWWPP, Star Tech and Film Guild	August 2022-June 2023	No cost	None

Potential Site Areas for Design and Research based on analysis:

2022 Update:

How will Paul Ecke Central monitor and assess the impact of the social emotional programs such as TRAC, School Counselor, and results from the PASS screening?

What formal processes can be implemented to ensure continuity for student support from elementary to middle school and beyond?

How will PEC gauge the effectiveness of the community liaison and it's outreach to the community over the long term?

2023 Update:

- **How will we strive to make sure PEC students have well rounded enrichment offerings that include Science and Music?**
- **What efforts and decisions will be taken to guarantee that a student's transition to middle school includes accurate information, support, and follow through?**
- **What measures will be put into place to improve the learning of all students when there are interruptions/disruptions/outbursts by individual students who are affecting the classroom environment in a negative way?**

EUSD LCAP Session 2/28/23

Along with all 9 EUSD schools, Paul Ecke Central met for a joint LCAP Planning Meeting on Tuesday, February 28th, 2023. While several district issues were discussed amongst the community partners, specifics of feedback to Paul Ecke Central included:
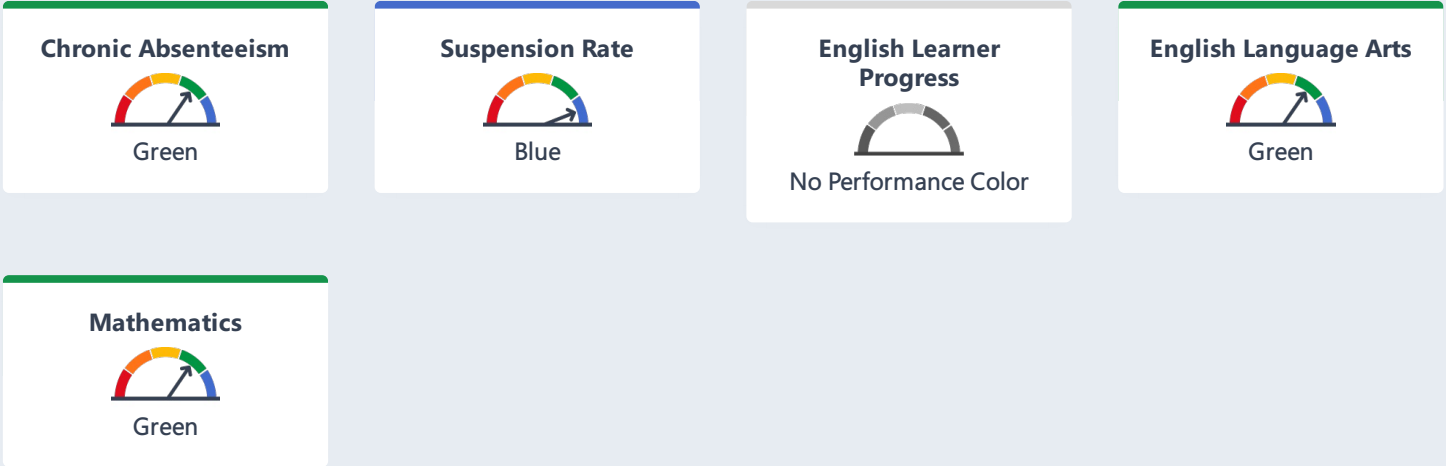
- Increased in-person events following pandemic
- Investigate schoo wide behavior plan and supports
- Align curriculum so that both DLI and EO share same curriculum and/or scope and sequence
- Balance of technology/apps and misuse of screen time
- Continue to use different methods to contact, connect, and bring families to school
- Address turnover/change in Enrichment positions
- Continue with intervention in multiple areas that include language arts, mathematics, and Spanish

Chronic Absentism for 2021/2022 School Year

Our school community will reduce the number of students of two or more raqces who are chronically absent by monitoring the students using the Data-Based Collaborative Intervention (DBCI) process and providing support through individualized intervention plans.

Paul Ecke-Central Elementary

Explore the performance of Paul Ecke-Central Elementary under California's Accountability System.

Chronic Absenteeism	**Suspension Rate**	**English Learner Progress**	**English Language Arts**
Green	Blue	No Performance Color	Green

Mathematics
Green

School Details

NAME	**ADDRESS**	**WEBSITE**	**GRADES SERVED**
Paul Ecke-Central Elementary	185 Union Street Encinitas, CA 92024-2119	http://www.eusd.k12.ca....	K-6

Student Population

Explore information about this school's student population.

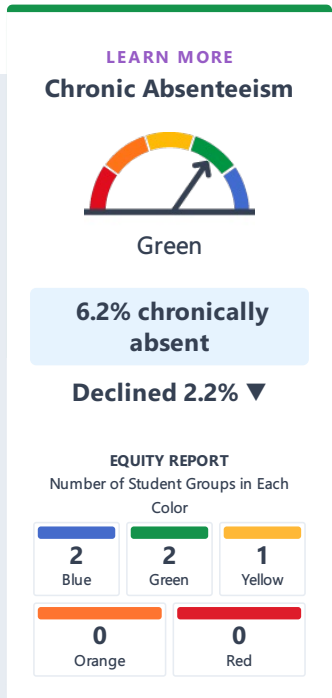| **Enrollment**	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
646	27.9%	17.5%	0.2%
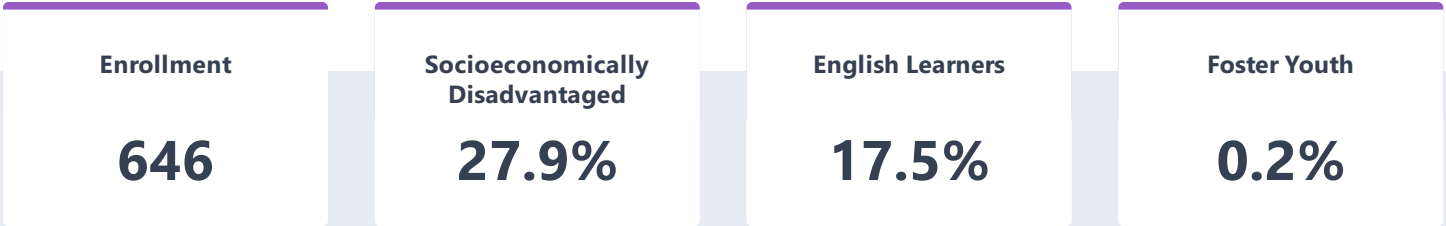
Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

Green

21.5 points above standard

Declined 4.4 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

2 Red	2 Orange	0 Yellow
1 Green	0 Blue	

Mathematics

Green

6.2 points above standard

Maintained -1.7 Points

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	4 Orange	0 Yellow
1 Green	0 Blue	

English Learner Progress

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
10.7%

Level 3 - Moderately Developed
36.6%

Level 2 - Somewhat Developed
33%

Level 1 - Beginning Stage
19.6%

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

Green

6.2% chronically absent

Declined 2.2% ▼

EQUITY REPORT
Number of Student Groups in Each Color

2 Blue	2 Green	1 Yellow
0 Orange	0 Red	

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0.4% suspended at least once

Maintained -0.2%

EQUITY REPORT
Number of Student Groups in Each Color

1	**1**	**2**
Blue	Green	Yellow

1	**0**
Orange	Red