



The Single Plan for Student Achievement (SPSA): 2023-2024

MISSION ESTANCIA ELEMENTARY SCHOOL

CDS Code: 37 68080 6106132

Date of this revision: March 16, 2023

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) requires each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Encinitas Union School District

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 District Governing Board approved this revision of the School Plan on April 11, 2023.

Mission Estancia Elementary School

Last year, Mission Estancia began the work of revisiting our current vision, mission, and guiding principles. We have continued this work during the 2022-2023 school year and are working in collaboration between students, staff, and our community to redesign these in order to align our work to best serve our students. We are currently learning from others by visiting and learning about other schools in order to research the possibilities of what our school could be. We are gathering ideas for our core values and our portrait of a graduate. Encinitas Union is also relooking at our district mission, vision, and values to create learner profiles. We will connect our work with our district's once that process is completed. When we complete the process of redesigning and redefining our vision, mission, and core values, we will update to include our new version. We anticipate this to take about two years.

Below you will find our current vision, mission, and guiding principles.

Vision Statement:

Our vision is the creation of a learning environment that develops self-actualized children with an enthusiasm for learning. A wealth of human resources, as well as state of the art technology will provide children in the Mission Estancia learning community with rich experiences, nurturing support, and intellectual challenges. Children respect diversity, treat others with kindness, appreciate the natural environment, and strive to preserve it. Curriculum and instructional strategies build a strong academic foundation and are enriched with meaningful activities in science enrichment, DREAMS (design, research, engineering, art, math, science) and digital literacy. Family, staff, and community collaborate to provide support for children's education. Children are motivated, confident learners who take pride in their work and accept responsibility for their own learning and behavior. Children interact with others to develop responsibility and acquire life-long learning skills needed in a global society along with an understanding of their vital role in the future.

Mission Statement:

Our mission is to assist our children to value learning and to be successful in school, society and work by providing a challenging and nurturing learning experience. We work in partnership with family and community preparing children to be leaders in a diverse, ever changing world. Modeling what we expect, we educate children in an academic curriculum to become:

- *Collaborative Team Members*
- *Self-Directed Learner*
- *Responsible Members of Society*
- *Quality Producers*
- *Constructive Thinkers and Problem Solvers*

- *Effective Communicators*

Guiding Principles:

We are all leaders in a district committed to modeling our vision of educational excellence. As we build a culture of collaboration and open-communication, we are guided by these principles:

- **CHILDREN FIRST:** We believe that children are the focus of all decisions.
- **FAMILY:** We recognize the importance of family in a child's success and are committed to a home and school partnership.
- **HONESTY:** We are committed to honest and ethical behavior.
- **TRUST AND RESPECT:** We are committed to interaction based on trust and respect.
- **SHARED LEADERSHIP:** We are committed to shared leadership which sets the standards for educational excellence, emphasizing innovative research, planning, and evaluation.
- **QUALITY IMPROVEMENT:** We are committed to continuous quality improvement.
- **TEAMWORK:** We are committed to teamwork that emphasizes shared leadership, and consensus building.

School Profile:

Encinitas Union School District serves the City of Encinitas and the La Costa area of Carlsbad in North San Diego County. Located in the city of Carlsbad, Mission Estancia Elementary is one of nine schools in the Encinitas Union School District. All of the District's schools have been recognized as California Distinguished Schools, and Mission Estancia has also been recognized as 2007 National Blue-Ribbon School.

Mission Estancia offers a full academic program from kindergarten through sixth grade to approximately 400 students. Our rigorous curriculum, focus on high quality instructional delivery and enrichment opportunities support us in fulfilling the mission of creating 21st century citizens. Children explore and demonstrate their abilities through challenging academic activities as well as creative art, physical education, yoga, garden science, engineering and design, and digital literacy. Students are also involved in explorations, leadership classes, SWPPP (Storm Water Pollution Prevention Program), Energy Teams, Film Guild, Robotics, ME Ambassadors, and Math 24.

At Mission Estancia we value the education of all students. We have a well-defined special education program for students at all levels. We have two successful Learning Resource Centers with two learning center teachers. These teachers address academic needs within the general education classrooms and in the Learning Resource Centers. In addition, we have three special day classes called RISE for students with more impacted academic needs. Our students in our RISE classes mainstream into the general education classes according to their needs to access grade level

curriculum, learn with grade level peers, and enhance the lives of all of our students.

School hours are extended Monday through Thursday to allow for weekly modified days on Friday. These days serve as planning and collaboration time for the staff. Additionally, credentialed specialists serve grade levels in learning block times to allow teachers to work in learning communities. Conversations center around student needs both at the grade level and across the grade-levels. This block time is also used to align state standards with curriculum, review current research, establish performance standards, incorporate 21st Century skills into teaching and share effective instructional strategies that are assessed through multiple measures. Decisions are made based on formative and summative data analysis.

Mission Estancia has four credentialed enrichment teachers that work collaboratively offering all students 100% of the required physical education minutes including weekly yoga. They utilize the collaborative team to design interdisciplinary units of learning around the topics of sustainability that bring in visual and performing arts, cooking, music, science, garden, engineering and design, research, literacy, writing, and math. Some units include exploration into water, planting, and solar. One of our enrichment teachers is called our D.R.E.A.M.S teacher. The D.R.E.A.M.S teacher pushes into classes to co-teach with the classroom teachers to enhance and to assist with Design, Research, Engineering, Arts, Math, and Science elevating the high level of content being explored in the classroom.

Mission Estancia 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 safety, wellness, technology, and green team. Volunteers also help in classrooms, and assist with school activities and long-term projects.

The teachers and staff are dedicated to continuous improvement, ensuring the academic success of every student and providing a safe and productive learning experience. For struggling students, we provide intervention assistance through the classroom teachers, impact teachers, MTSS Teacher on Special Assignment (ToSA), and education specialists using research-based programs including UFLI, Orton Gillingham, Raz Kids, Reading A-Z, Literably, small group reading, Read Naturally, and Fountas and Pinnell.

For students on the cusp of grade level proficiency, we provide support to ensure they maintain skills for continued academic success. Students that are currently performing above grade level are given multiple opportunities to extend their learning through real world applications.

School Accountability Report Card (SARC)

The School Accountability Report Card is available [here](#):

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 through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹

Names of Members	Principal	Teacher	Other School Staff	Parent or Community Member
Megan Power	X			
Debbie Sauer		X		
Laurie Seigrist		X		
Melissa Masterson		X		
Laura Bergen			X	
Britta Ellis				X
Rachel Griffin				X
Jordan Allem				X
Stephanie Whitehouse				X
Rajesh Krishnan				X
Numbers of members of each category	1	3	1	5

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 ME 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: March 16, 2023

Attested:

Megan Power
School Principal



Date 3/16/23

Britta Ellis
SSC Chairperson



Date 3/16/23

District Supported School Wide Focus Areas:

Equity

Mission Estancia Elementary (ME) supports Encinitas Union School District's lead in equity by providing whatever students need every day to develop to their full academic and social potential and thrive.

Educational equity means that there is no predictability of success or failure based on social or cultural factors like race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, and physical and cognitive ability (Aguilar, 2020).

EUSD and ME values diversity, equity, and inclusion.

To support and celebrate an equitable and diverse learning community, at ME:

- Kindness and empathy are practiced
- Direct instruction about different cultures through learning and engagement as a whole class, small group and school community
- A positive school climate that promotes student engagement, safety, and academic and other supports for students is practiced
- Provides staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices
- Promotes the employment and retention of a diverse staff that reflects the student demographics of the community
- Adopts curriculum and instructional materials that accurately reflect the diversity among student groups
- All students k-6 participate in explorations one day a week. 2nd-6th grade classes are based on student choice.
- Students are encouraged to enroll in, participate in, and complete curricular and extracurricular courses and other student activities (i.e. Film Guild, STAR Tech, ME Ambassadors, BCK/ SWPPP, and Green Team and Book Clubs)
- Staff and students have access to a library of developmentally appropriate books emphasizing diversity, culture, and special needs.

Multi-Tiered System of Supports, (MTSS)

MTSS is a framework and employs data based problem-solving techniques to integrate academic and social/behavioral instruction and intervention. 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. The tiers of support increase intensity from one level to the next. For example, a student receiving small group interventions may need to "move up" to one-to-one support. Tier 1- whole group, Tier 2- small groups, Tier 3 one-to-one instructions. The goal of MTSS is to intervene early so students can make progress toward meeting grade level expectations. MTSS screens all students and aims to address academic and behavior challenges. At ME, the MTSS team consists of two intervention teachers, a school counselor, school psychologist, an SEL/TRAC teacher, school principal, and a Teacher on Special Assignment (ToSA) that oversees the program at site. MTSS is serving approximately 50 students from kindergarten to sixth grade in academic, behavior, and SEL areas. Our team collaborates and works to provide our staff with resources that include books, lessons, and activities

that emphasize academic, behavior, and SEL scaffolds to implement with their students. MTSS ToSA also provides staff: assessment support, coaching and professional development opportunities to ensure their students are successful.

Health and Wellness

ME focuses on the wellbeing of our entire community. ME is committed to developing a culture in which students, staff and parents feel valued, supported and safe. We want to ensure all members of our community (students, staff and parents) begin and end their day with pride in themselves and a smile on their faces. We support and encourage our staff to focus on self-care by maintaining balance between professional life and personal life. Also, staff members regularly engage in community building activities and social events to develop strong relationships.

We focus on students' physical health by providing weekly health and wellness classes which include Physical Education (PE) class and yoga. In yoga class students focus on breathing and calming techniques as well as promoting flexibility, agility and balance. Social Emotional Learning (SEL) is represented through our TRAC Program- Teambuilding-Regulation-Awareness-Community. The purpose of the TRAC program is to provide universal social-emotional instruction to the entire student population. Students will gain skills to boost their self-awareness, increase their self-esteem and self-regulation, improve their social skills, encourage empathy, and learn to seek internal motivation for their personal and academic success.

At ME, we have implemented the following Five Keys with Social and Emotional Learning (SEL):

- Self-Management
- Responsible Decision-Making
- Relationship Skills
- Social-Awareness
- Self-Awareness

All students at ME have the opportunity to learn with their peers in whole-group TRAC instruction and those needing extra support, work with the TRAC teacher in small groups throughout the week. The TRAC Team has access to developmentally leveled SEL books to support learning for students.

Our 4th through 6th graders participate in a weekly leadership choice class to help develop their leadership skills. These classes include ME Ambassadors where students plan, facilitate, and support school wide events. Another learnership class in the Principal Think Tank where students work with the principal to determine what is working well at our school and what we can improve about the student experience. Our TRAC teacher runs a Farmer's Market leadership class where students utilize products from our garden or make student created products to offer at dismissal. Playground Partners is another leadership class where students plan games and activities to facilitate and play with 1st-3rd graders at lunch.

All of our students participate in Friday Exploration classes taught by our Mission Estancia teaching staff. Our kindergarten and first graders explore a variety of topics including robotics, art, jewelry making,

puppetry, and cooking. Second through sixth grades offer choices of classes for students including cooking, ceramics, origami, theory of flight, storytelling, and volcanoes.

Federal, State and Local Data
Analysis of Current Educational Practice

The following statements characterize educational practice at Mission Estancia Elementary.

Alignment of curriculum, instruction and materials to content and performance standards:

- Teachers participate in individual, site and district level staff development.
- Teachers share ideas in grade level meetings (Enrichment) focused on student learning and analysis of assessment data.
- Teachers participate in quarterly DBCI ½ day meetings to look at student data and make plans to support growth with tier 1,2, and 3 instruction.
- Curriculum, instruction and assessments used in the classrooms are from the California Common Core State Standards.
- Teachers use grade level content standards and pacing guides (curriculum maps) to plan and deliver lessons.

Availability of standards-based instructional materials appropriate to all student groups:

- The district provides state adopted texts and digital core curriculum to all students and staff.
- Special education, retention and acceleration programs are available to all students eligible for these programs.
- Alignment of staff development to standards, assessed student performance and professional needs:
 - o Teachers share ideas and suggestions through grade level team meetings (during Enrichment).
 - o Teachers have three hours per week of release time to determine essential standards, develop assessments and analyze student data to improve the quality of classroom instruction (during Enrichment).
 - o Modified days are used for professional development and articulation.

Services provided by the regular program to enable under-performing students to meet standards:

- Research-based language arts and math interventions are available during the school day through our intervention programs.
- Teachers provide small group instruction to meet the varied needs of the students in their classroom.
- National Geographic, Read Naturally, Heggerty, UFLI, Orton-Gillingham, Fountas and Pinnell, Imagine Learning, MyON Reader, ST Math, IXL math have been purchased by the school or district to help with remediation of students who are below grade level in reading or math.
- Imagine Learning software is also used by our English Language Learners.

Services provided by categorical funds to enable under-performing students to meet standards:

- Supplemental Instructional Materials
- During school Intervention Programs
- ELPAC Testing
- Translators for parent meetings

Use of state and local assessments to modify instruction and improve student achievement:

- Inventory Standardized Testing and Reporting (CAASPP)
- Site developed assessments (math, language arts, and writing)
- *English Language Proficiency Assessments for California* (ELPAC) – ELL Students
- UFLI, Orton-Gillingham, Literably, CORE Phonics, Developmental Reading Assessment (DRA), Developmental Spelling Assessment (DSA)

Number and percentage of teachers in academic areas experiencing low student performance:

- All students are heterogeneously grouped.
- All staff members experience some degree of low student performance.

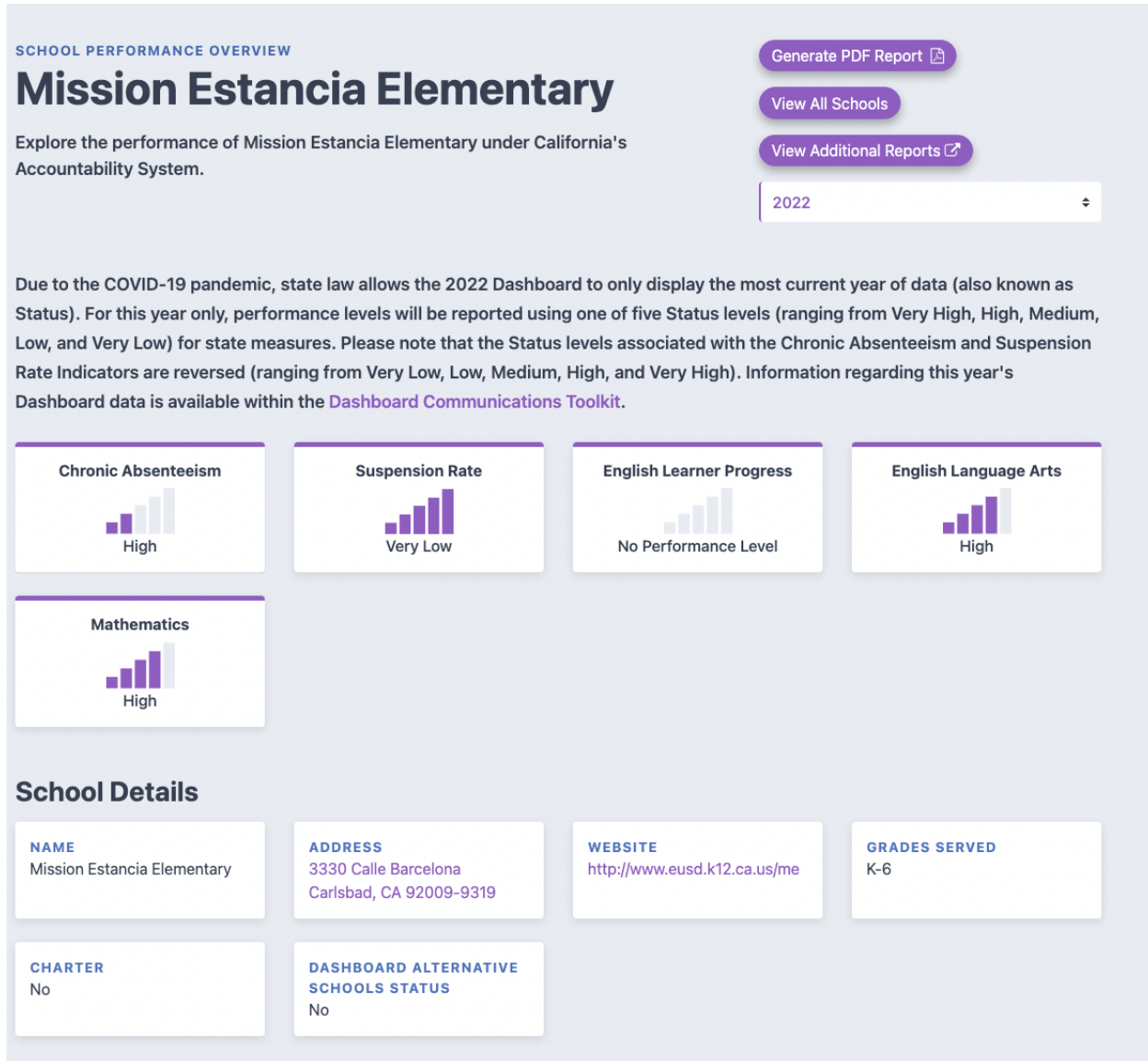
Family, school, district and community resources available to assist these students:

- o The Parent Teacher Association (PTA)
- o The Encinitas Education Foundation (EEF)

- o Before and after school childcare is available through Right at School (RAS).
- o Adult volunteers actively support student achievement daily.
- o High school helpers support classes and students weekly.
- o Intervention Programs are available during the day for reading, math and social emotional needs

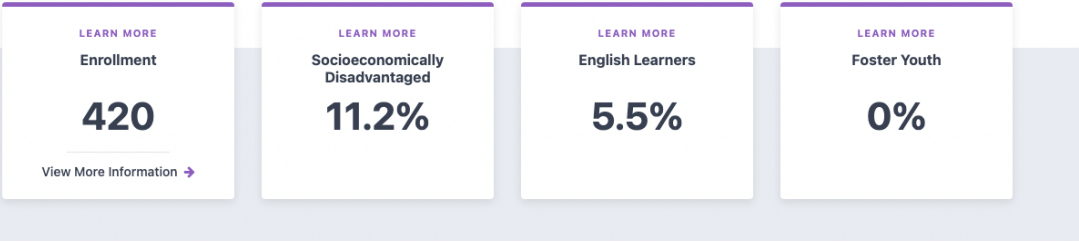
Federal, State and Local Data

Overview of 2022 State Assessments



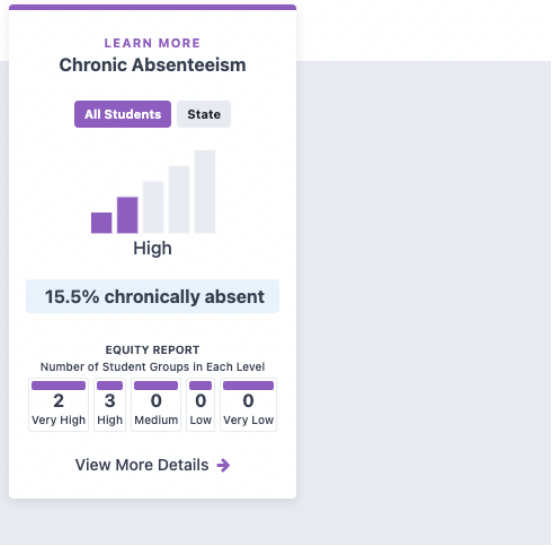
Student Population

Explore information about this school's student population.



Academic Engagement

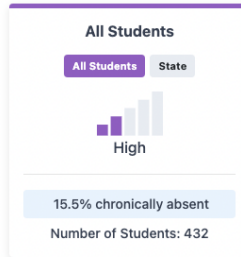
See information that shows how well schools are engaging students in their learning.



Chronic Absenteeism

All Students

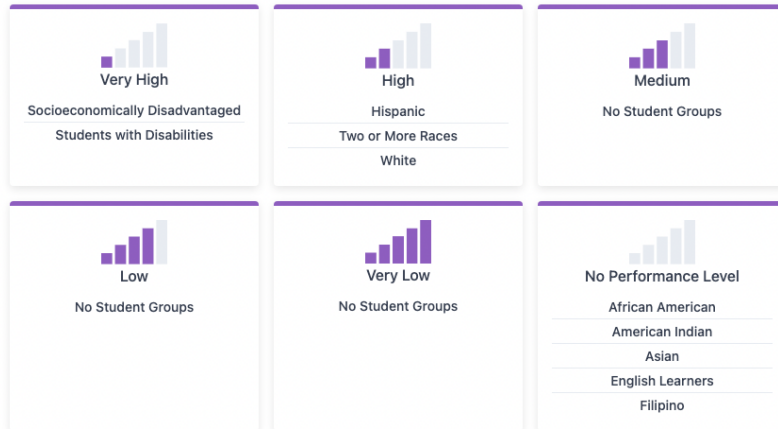
Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



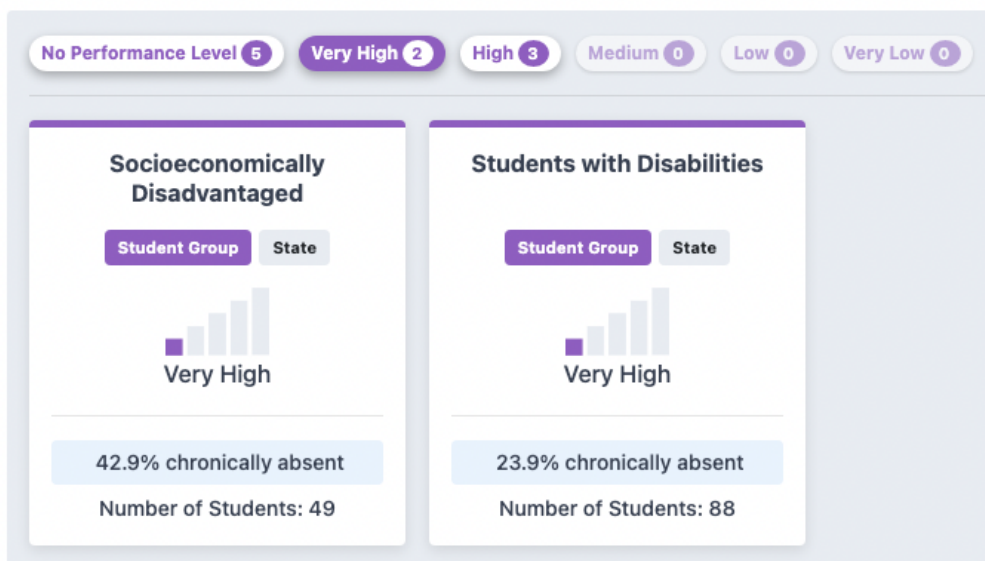
Student Group Details

All Student Groups by Performance Level

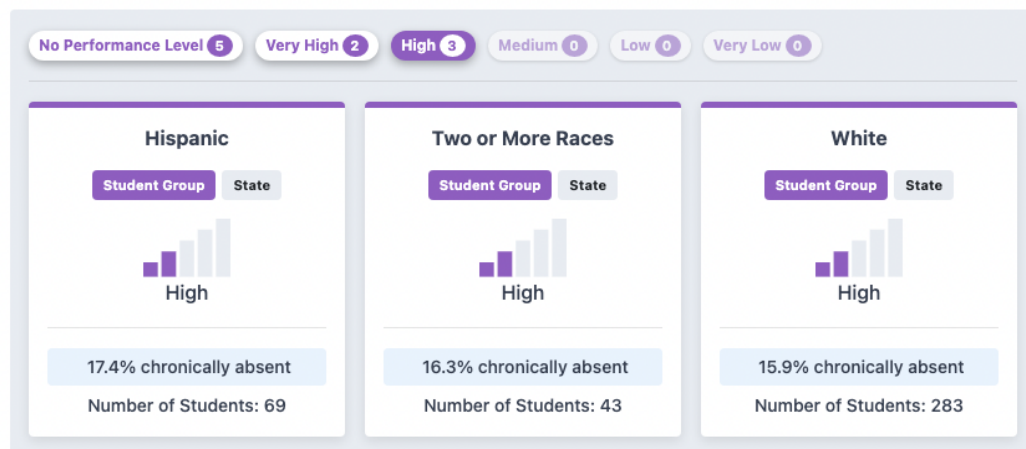
5 Total Student Groups



Explore Groups By Performance Level



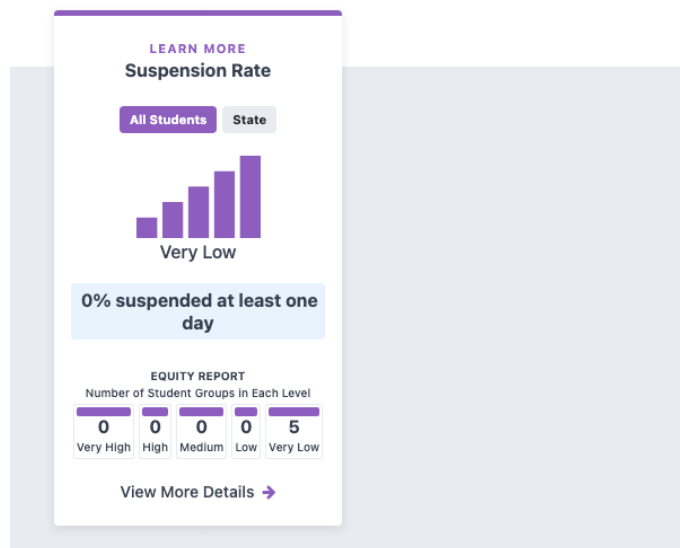
Explore Groups By Performance Level



MISSION ESTANCIA ELEMENTARY

Conditions & Climate

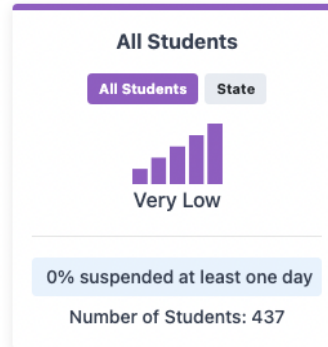
View data related to how well schools are providing a healthy, safe and welcoming environment.



Suspension Rate

All Students

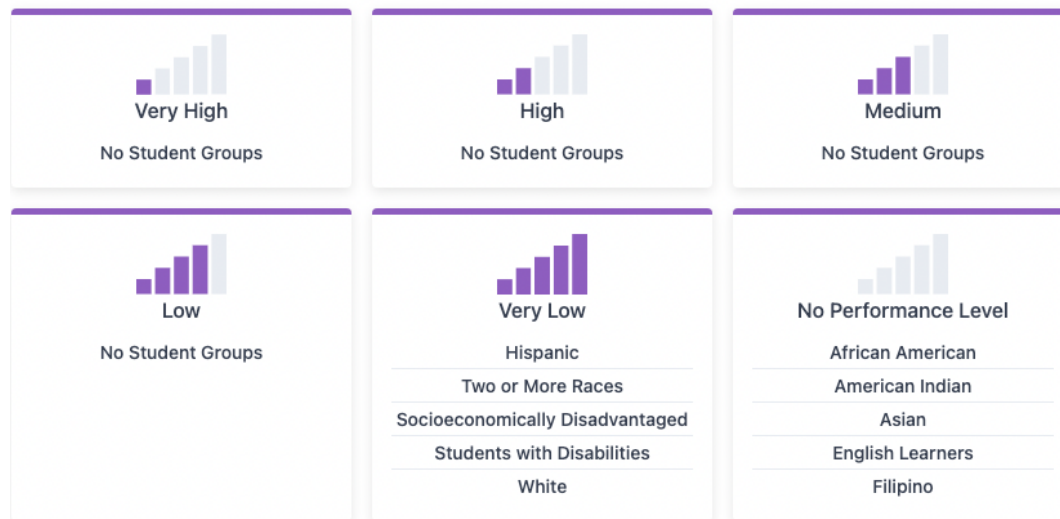
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



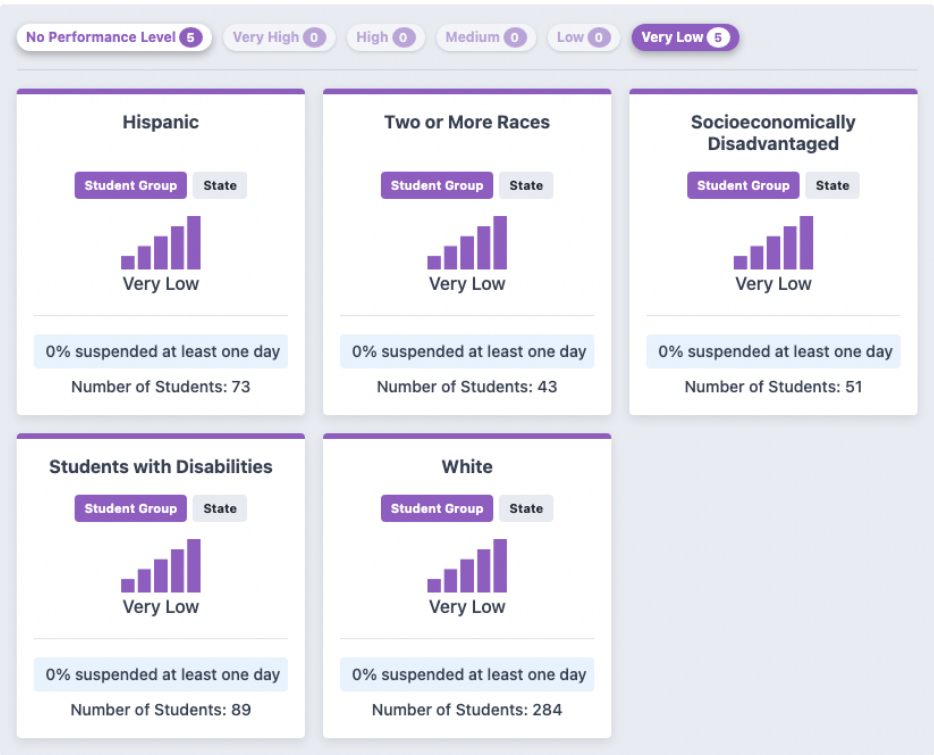
Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Explore Groups By Performance Level



Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

Academic Performance

- English Language Arts
- Mathematics
- English Learner Progress

Academic Engagement

- Chronic Absenteeism

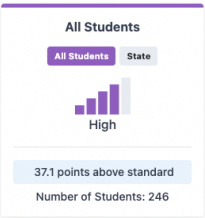
Conditions and Climate

- Suspension Rate

English Language Arts

All Students

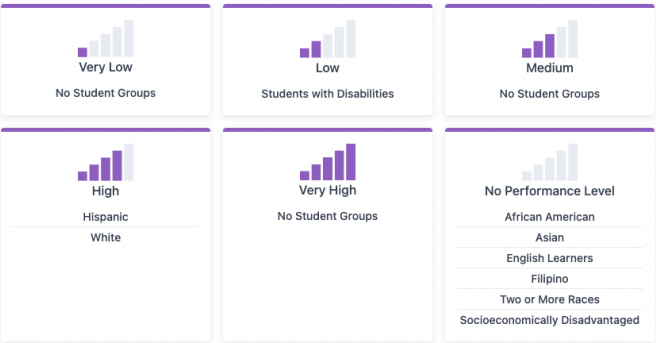
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



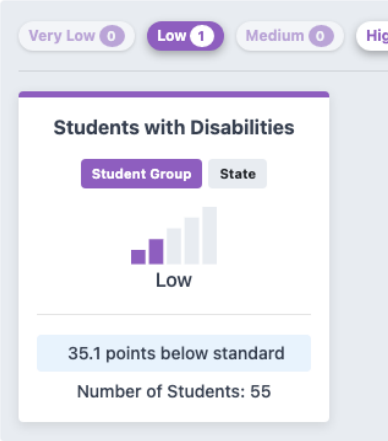
Student Group Details

All Student Groups by Performance Level

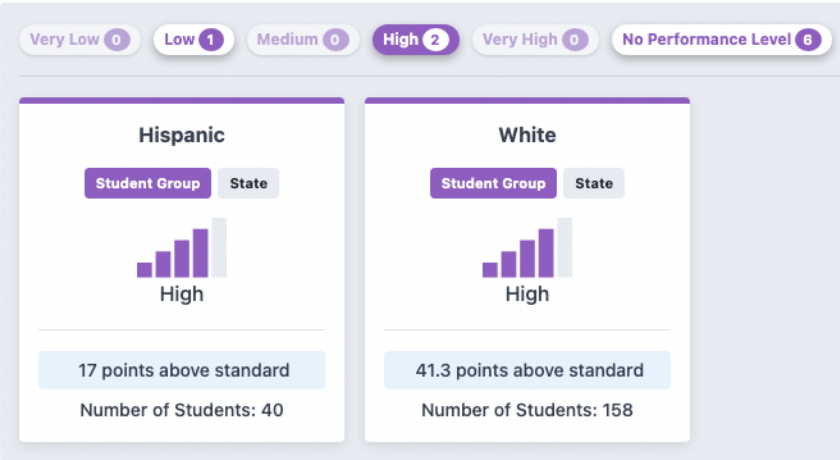
3 Total Student Groups



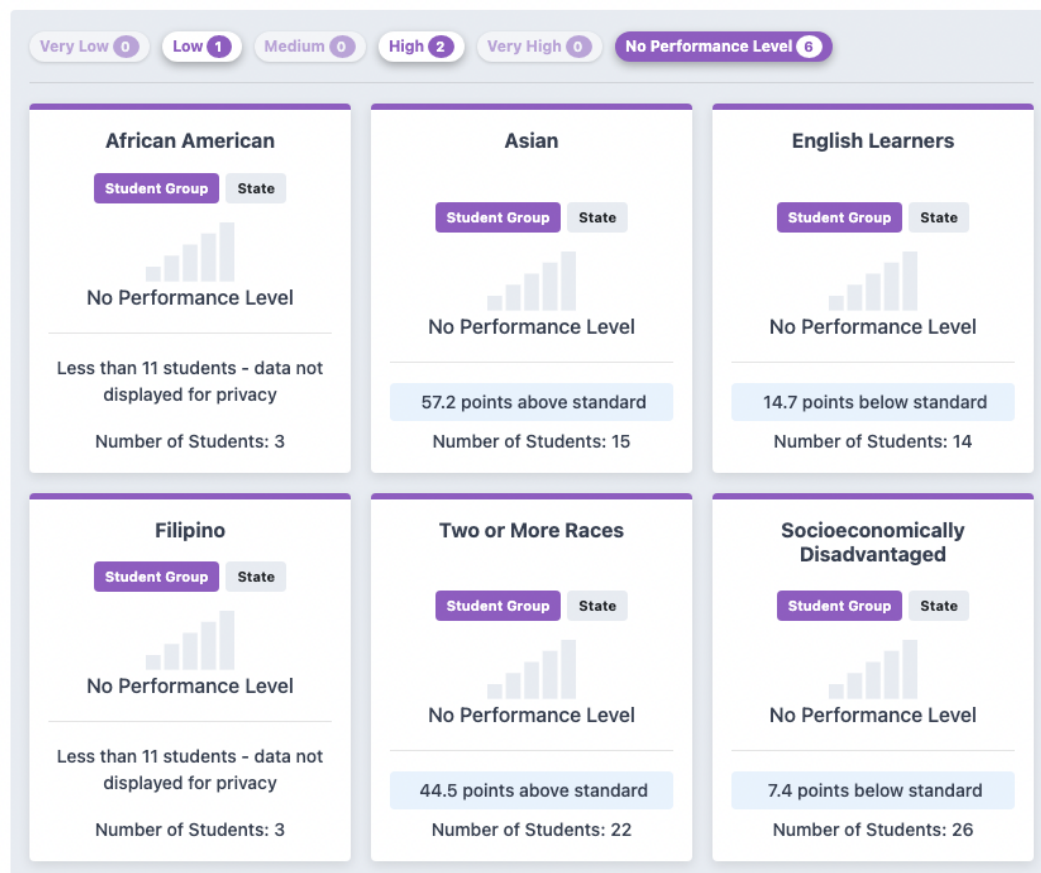
Explore Groups By Performance



Explore Groups By Performance Level



Explore Groups By Performance Level



English Language Arts Data Comparisons: English Learners

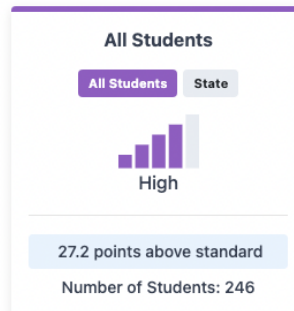
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



Mathematics

All Students

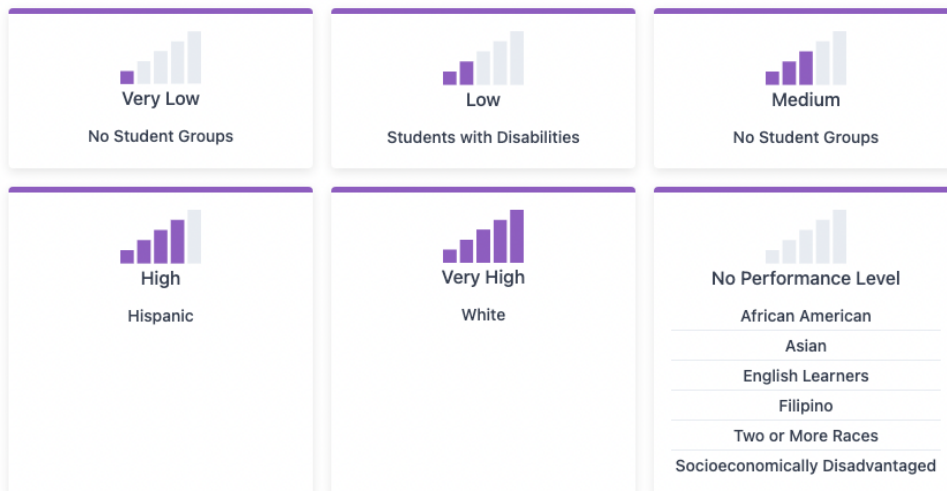
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

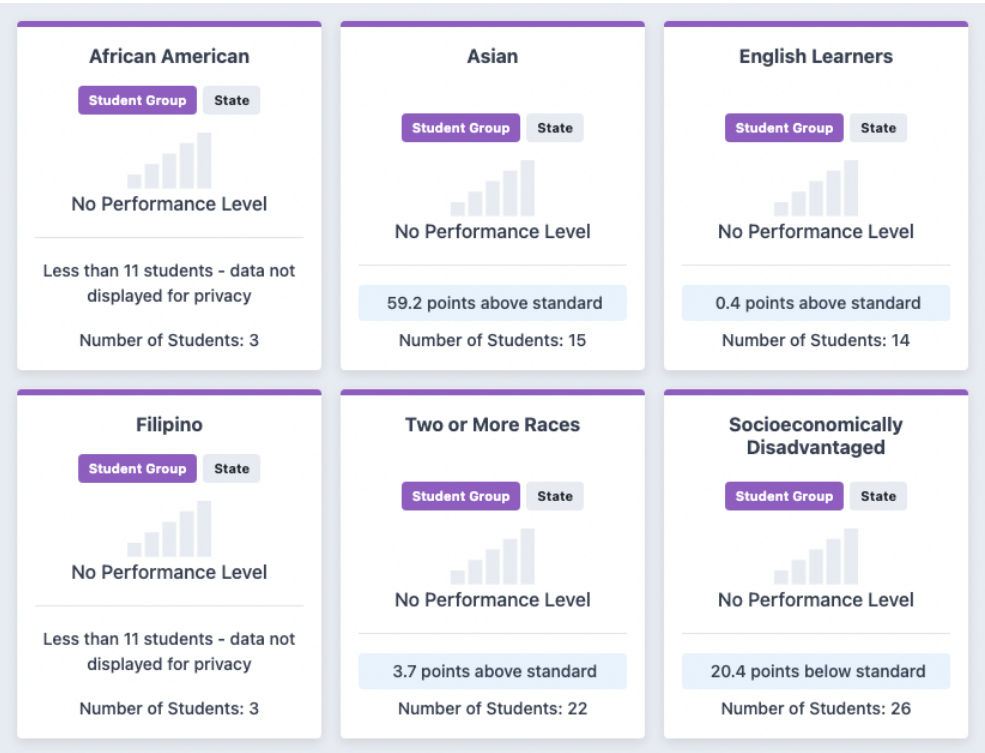
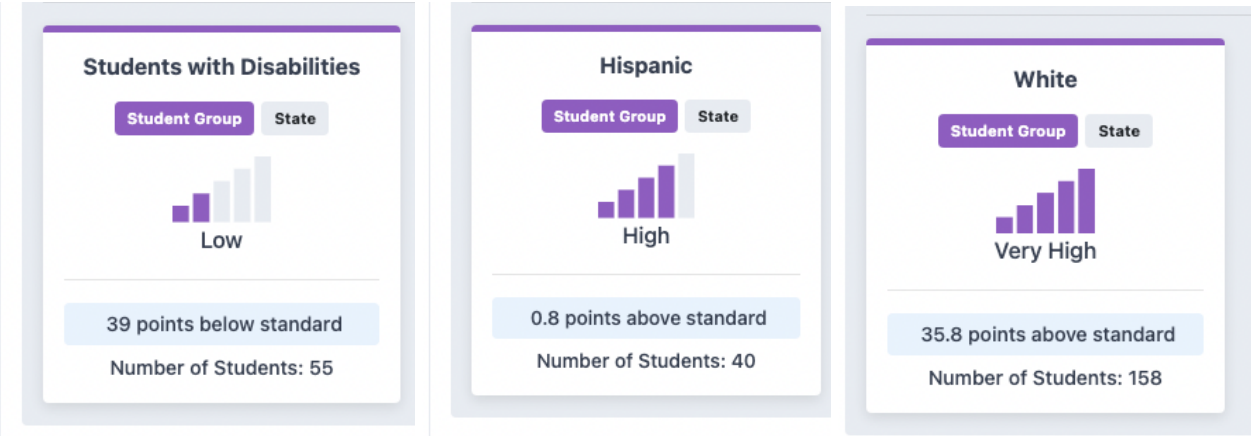


Student Group Details

All Student Groups by Performance Level

3 Total Student Groups





Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
<div>Less than 11 students - data not displayed for privacy</div> <div>Number of Students: 5</div>	<div>Less than 11 students - data not displayed for privacy</div> <div>Number of Students: 9</div>	<div>28.6 points above standard</div> <div>Number of Students: 227</div>

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

ELPAC Levels

1234

12L 2H3L 3H4

ELPI Levels

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE

English Learner Progress

All Students

State

No Performance Level

72.7% making progress towards English language proficiency

Number of EL Students: 11

[View More Details](#)

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Category	Percentage
ELs Who Decreased at Least One ELPI Level	9.1%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	18.2%
ELs who Maintained ELPI Level 4	9.1%
ELs Who Progressed at Least One ELPI Level	63.6%

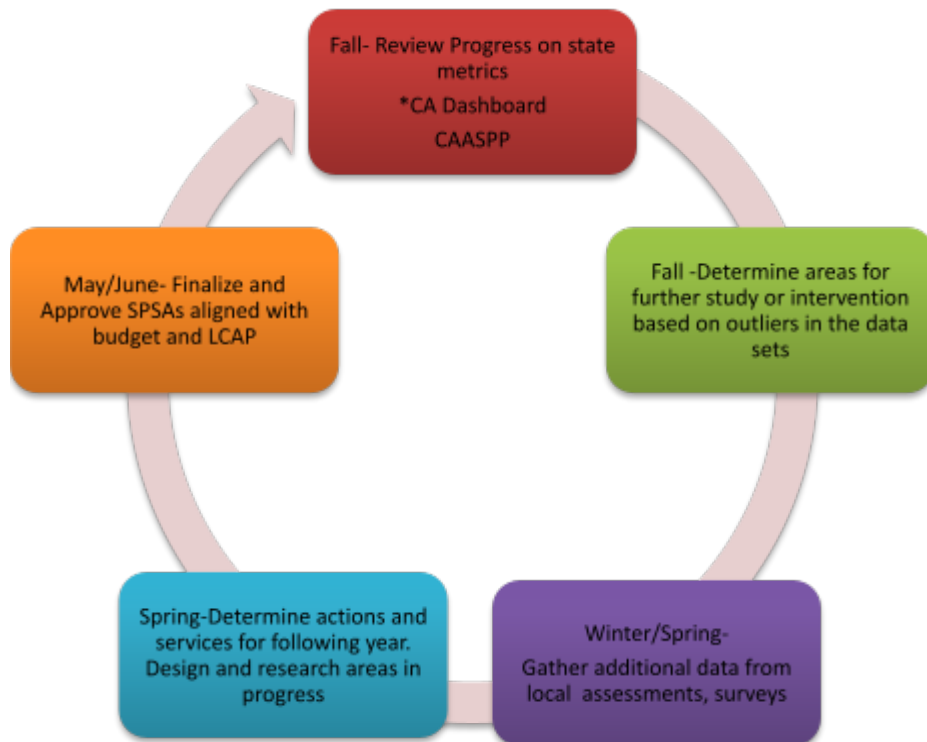
Mission Estancia Elementary School Single Plan for Student Achievement 2023-2024



EUSD LCAP Goals 2017-20



Single Plan for Student Achievement (SPSA) Timeline



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
- Literably
- iReady
- CORE Phonics Screener
- Developmental Spelling Assessment

LCAP site feedback:

- DBCI meetings - the time is very helpful to look at data and make informed decisions
- Team collaboration for grade level planning
- Student curiosity is increasing and being focused on
- Field trips - Farm Lab, 6th grade camp - the change of scenery and bringing content to life
- History is hands on - examples: Colonial Day, Gold Rush, Roman Empire Day etc...grade level days Egypt Days etc
- District provided site additional funds to purchase math manipulatives for the classrooms
- PTA supports classrooms and grade levels with class funds, exploration funds, and grade level experience funds
- District-provided funds to purchase books to support our focus on equity. Classrooms and the library have new titles and novels for students
- MTSS ToSA is supporting 2 impact teachers, providing instruction, materials, and modeling in the classrooms
- Teachers are increasing targeted small group instruction in math and ELA
- Teachers implementing Tier 1 and Tier II strategies in their classrooms independently or with the support of the MTSS ToSA
- Reading Intervention through Impact Teachers focusing more on skill deficit areas of phonemic awareness and

phonics (Tier II & III)

- Math intervention focusing on targeted specific skills (place value, number sense, and computation)
- Teachers, principal, and PTA are providing regular communication to parents
- Parents are volunteering on campus, in classrooms and with their students at home
- Parents report their kids are coming home excited about what they are learning and want to learn more.

Expectancies:

Site is maintained and cleaned to high standards.

School programming supports environmental

stewardship and health and wellness pillars.

Met Expectancies X

Expectancies Not Met*

* Intervention plan to focus on:

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

LCAP site feedback:

- PTA Wildcat Weekly Newsletter email, EEF Newsletter (4 times a year), teacher weekly class email, principal updates

- Monthly Principal Coffee Chats both in-person and on Zoom as well as recorded and sent to all families
- Specific topics addressed during Principal Coffee Chats including science instruction, intervention, school safety,...
- School Site Council
- Text blasts for schoolwide events
- Marquee with information
- ME events have been really popular including movie night with popcorn, ice cream social, jogathon,...
- Mission Estancia Parent Network Facebook page, ME Facebook page
- ME website, EUSD website
- TRAC newsletters
- Staff meetings, facilitation team, TLC meetings monthly
- 4th-6th grade ME Student Ambassadors helping with events
- Student Farmers Market
- Makers Faire
- Continue to work on engaging our community beyond our school. For example, helping the community around us know more about our school.
- Improve on getting parents to read fliers, newsletters, and come on campus to see the kids learning in action
- Finding ways to engage our new families

Expectancies:

Site is maintained and cleaned to high standards.

School programming supports environmental

stewardship and health and wellness pillars.

Met Expectancies __X__

Expectancies Not Met* _____

* Intervention plan to focus on:

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

LCAP site feedback:

- BCK program in collaboration with enrichment and classroom teachers
- Farm Lab opportunities for grade levels
- PTA makes all their meetings as green as possible - no disposables
- The garden and the greenhouse are being used in enrichment
- Enrichment focused on environmental sustainability
- ME garden tied to cooking lessons in enrichment, explorations, leadership, and classroom learning
- Trash audit
- SWPPP (Storm Water Pollution Prevention Plan)
- Green team
- DREAMS teacher to push into classes to support and elevate instruction
- Technology that we have in the classroom (i.e. google classroom, Apple TV, video equipment)
- MakerSpace on campus with a variety of tools for students and staff to create
- Restorative Practices
- Full time psychologist, health tech, and SEL TRAC teacher on campus

Expectancies:

Site is maintained and cleaned to high standards.

School programming supports environmental

stewardship and health and wellness pillars.

Met Expectancies X

Expectancies Not Met*

* Intervention plan to focus on:

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
- Site PD agendas

LCAP site feedback:

- MTSS ToSA supports teachers and students
- Perma-subs support students and staff where needed
- ME staff see each child- the children have a sense of belonging
- Highly qualified, consistent SPED staff in our LRC and RISE program
- Caring and effective counseling staff (although our general education counselor has not been a consistent person)
- Collaborating with teachers from different schools at district grade level writing training
- Monthly TLC professional development (Formally called 1st Fridays)
- Administration seeks feedback often- reflects on the feedback, acknowledges feedback and acts on feedback.
- Low turnover of staff
- We can work on providing more training for new staff

Expectancies:

There is a site level staff development plan that includes personalized

professional development for teachers.

Met Expectancies X

Expectancies Not Met*

* Intervention plan to focus on:

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 indicators including Distance from 3 and sub-group movement

LCAP site feedback:

- Orton-Gillingham support and training for LRC and RISE, and upcoming for ToSA and general education primary teachers
- Enrichment is developed through themes and focus areas
- RISE students are able to participate more in enrichment. Lots of differentiation and inclusivity.
- Student choice in what and how they are learning, this is going well, but could always increase and improve
- Strong sense on community among staff
- SPED has a great parent council
- Parent involvement is high and we will continue to increase it
- Student created student survey to better understand the student experience (what we are doing well with and what we could improve on)
- Explorations give students opportunities to try new things and explore passions
- Leadership choice classes for 4th-6th where students develop their leadership skills while helping our school and making new friends
- Newcomer ELD support & MTSS ToSA ELD small groups
- Students report they like working in groups and would like these opportunities to increase
- More ELD support is needed for classroom teachers
- More communication for enrichment (tie it to our goals and mission and values as a school)

Expectancies:

Site is maintained and cleaned to high standards.

School programming supports environmental

stewardship and health and wellness pillars.

Met Expectancies X

Expectancies Not Met*

* Intervention plan to focus on:

Considerations for Site Actions Related to Student Achievement

MTSS	Equity	Wellbeing
<p>We have made progress this year with DCBI , supporting all students at all tiers, analyzing data during DBCI meetings and planning during weekly teacher collaboration meetings.</p> <ul style="list-style-type: none">• Our school community will reduce the number of students from the state-defined socioeconomically disadvantaged group who are chronically absent by monitoring the students using the Data-Based Collaborative Intervention (DBCI) process and providing support through individualized intervention plans.• Supporting teachers with tier 1 & 2 instruction for both academics and behaviors through coaching, professional development, and connecting with other teachers.• How can we focus more on our high achieving students?• How can we ensure we are	<p>We are so appreciative of the equity funds that have enabled us to increase representation in our school and classroom libraries. Our library and classrooms have new picture books, chapter books and novel studies that provide more representation.</p> <ul style="list-style-type: none">• How can we continue to enhance the curriculum to include more diversity?• How can we continue to expand our media center and class libraries with new titles to ensure more representation?<ul style="list-style-type: none">◦ Purchasing books from district provided funds• How can we support students/staff/families who might feel uncomfortable with this topic?• Parent Information sessions-what are we teaching and supporting parents when talking to their children?<ul style="list-style-type: none">◦ Through a district wide parent equity session	<p>We encourage self-care demonstrating how it is essential by providing positive affirmations in staff lounge, staff/student bathrooms and posters displayed on campus.</p> <ul style="list-style-type: none">• As a school relook at our nightly homework• Tech free weekends and after hours• Continue Family Community Nights• Focus on the Power of Yet and teach strategies to foster independence and happiness• Continue to embed TRAC lessons into curriculum and culture of the school• Sunshine committee coordinates staff get together and social functions

<p>collecting and analyzing the data to drive instruction/groups?</p> <ul style="list-style-type: none">● Focus on calibrating writing and math and showing the growth through the grade levels● Focus on differentiating instruction● How can we provide more opportunities for our intervention teachers to meet face to face with staff? More MTSS and intervention teacher collaboration time?● Parent information sessions- what is MTSS?<ul style="list-style-type: none">o Recorded Principal Coffee Chat was used to inform parents this school year		
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