

The Single Plan for Student Achievement 2018 – 2019

School: Carrillo Ranch Elementary School
CDS Code: 33-67058-0108464
District: Desert Sands Unified School District
Principal: John Waybrant
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on .

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THE STORY: Briefly describe the students and community and how the school serves them.

Located in Indio, California, Carrillo Ranch Elementary School serves a socioeconomically and ethnically diverse population in grades TK-5. Carrillo Ranch is a VAPA (Visual and Performing Arts) Magnet School. We are committed to bringing our students a challenging and well rounded education. The school's Fall 2017 student enrollment was 668, of which 89.3% are of Hispanic descent, 5.4% are white, 1.8% are African American, 1 % are Asian, 2.1% are Multi-Racial and 0.4% are "other." Spanish is the home language of nearly all of our school's 261 English learners, representing 41% of the enrollment. 78% of students are from low income families eligible for free or reduced lunch or reduced priced meals, a total of 516 students. Our CALPADS Unduplicated Pupil Count is 550, or 82%. To boost student achievement for our English Learners, we will again this year focus on using the Benchmark Advance ELD component as the base of our daily ELD instruction. We are also going to restructure the way we deliver services to our Students with Disabilities by going to an "inclusion" model instead of "pullout" services. We will enlist the support of District SPED providers to make this change to student services.

Our TRAC plan for next year will focus on process writing and the entire staff will be trained. As part of this training we will use "Step Up To Writing" as the base and develop school wide rubrics.

During the 2017-18 school year, the school proudly celebrated its 13th anniversary. We are part of the 2018-2019 cohort group of MTSS implementation. We will also be participating in Comprehensive "Process Writing" training as part of the District's Elementary School Cohort 1 next year.

We are very proud to have many students attend Carrillo Ranch from outside our boundaries as they are drawn here to be part of our magnet program, which is unique for DSUSD elementary schools.

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year's SPSA.

The actions and strategies within our 2018-19 SPSA support grades K-5 in efforts to increase student achievement for all students. Two subgroups stand out in our dashboard data and they are our Students with Disabilities and our English Learners. These groups scored significantly lower than other subgroups in both ELA and Math. Strengthening the focus on our students with disabilities will include ensuring that all SPED staff receive the same training as our regular education staff, that all SPED staff are members of a grade level PLC, and that we implement full inclusive practices for all of our students.

Professional development will be increased to include "Process Writing" training for all staff. We will also work more with ICLE and the Rigor/Relevance Framework introduced this past year. We will continue to ensure all staff are trained in Kagan Cooperative Learning strategies with the goal to have 100% of classrooms implementing Kagan strategies by the end of next year. In addition, we will begin MTSS Cohort 2 training. Finally, we will continue to address the English Learner achievement gap by continuing to refine best/first teaching practices in our ELD Block at all grade levels.

In addition, we have increased opportunities for parents to engage in their students' learning through our Saturday School "Summer Sizzle" Academies as well as our Latino Family Literacy Project, which teaches strategies for parents to work with their children in both English and Spanish. Sixteen families completed the first series of classes this past year.

Finally, our community has taken a much more active role in helping put on our VAPA (Visual and Performing Arts) evening productions. This past year we featured a record 12 evening shows featuring our talented Ranchers, and parents were a big part of these productions.

NEEDS ASSESSMENT - REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

With the release of the 2017 California Dashboard, the academic achievement in math measured by growth from 2016 to 2017 resulted in a significant increase of 18.3 points for our Socioeconomically Disadvantaged students and a 30.4 point increase for our Students with Disabilities. Our English Learners demonstrated a 13.8 point increase as well.

Our suspension numbers continue to be very low and the California Dashboard shows Carrillo Ranch has reached our target goal for all students. Our percentage of students suspended dropped from 1.2% in 2016 to 0.9% in 2017.

The percentage of students with chronic absenteeism has dropped from 11.42 % for the 2015-2016 school year down to 8.82 % for the 2016-2017 school year, according to data from DSUSD Child Welfare and Attendance office. And though we don't have final data for the 2017-2018 school year, chronic absenteeism continued to drop this past year. I attribute this progress to a number of attendance incentives we put in place the past two years. Chronic absenteeism at Carrillo Ranch was half the districtwide rate for the 2016-2017 school year.

Referring to the California School Dashboard, identify any state indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Reviewing the Dashboard's Five-By-Five Placement Reports highlight two areas of need in the English Language Arts performance indicator.

Our English Learners are 40.7 points below level 3 (Orange performance level) and our Students with Disabilities are 99.4 points below level 3 (Red performance level).

Actions and strategies supporting state priority Title 1 Funds will focus on staff development, interventions, and the support of our District's Special Education Support Staff.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

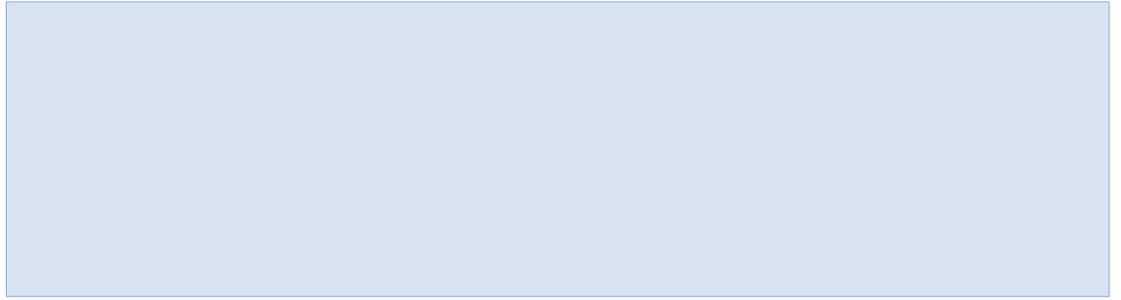
PERFORMANCE GAPS

Carrillo Ranch strives to ensure equity for all students by closing the achievement gaps between student groups and all the students.

The student group "English Learners" has an ELA achievement gap of 29.9 points. The student group "Students with Disabilities" has an ELA achievement gap of 88.6 points.

To address these performance gaps for 2018-19, our SPED staff will attend the same trainings that the rest of our staff attends. In addition, each SPED staff member will be assigned to a PLC team at one or two grade levels. They will attend Thursday collaboration meetings as well as all other grade level planning days on the calendar.

By doing this, best/first teaching practices can be shared and data analyzed.



INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways the school will increase or improve services for low-income students, English learners, and foster youth.

All designated staff planning days, for all grade levels, will include time dedicated for planning best/first teaching strategies for our 1's and 2's ELL students, in both our designated EL blocks and in math and ELA core instruction.

Based on analyzing data from our SBAC Math performance tasks the past two years, we will expose our low income student group to higher level thinking math instruction. We will do this with two push-in teachers.

**Desert Sands Unified School District
Local Control and Accountability Plan (LCAP)
2017-2020 Goals**

LCAP Goal 1: All students will demonstrate growth as measured by federal, state and district assessments.
LCAP Goal 2: All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.
LCAP Goal 3: All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

**Carrillo Ranch Elementary School
Single Plan for Student Achievement
2018-19 School Goals**

Goal	State Priorities Addressed	Performance Indicator Addressed	Measure/Metric	Base	Target
1	Priority 4: Pupil Achievement	Academic Indicator English Language Arts In the 2018-2019 school year, the goal for our Students with Disabilities group will be to increase their scores to move closer towards the Green Performance level	CAASPP Scores Spring 2019	-99.4	-79.4
2	Priority 4: Pupil Achievement	Academic Indicator English Language Arts In the 2018-2019 school year, the goal for our English Learners group will be to increase their scores to move closer towards the Green Performance level	CAASPP Scores Spring 2019	-40.7	-30.7
3	Priority 4: Pupil Achievement	Academic Indicator Mathematics In the 2018-2019 school year, the goal for our Students with Disabilities group will be to increase their scores to move closer towards the Green Performance level	CAASPP Scores Spring 2019	-75.8	-60.8
4	Priority 4: Pupil Achievement	Academic Indicator Mathematics In the 2018-2019 school year, the goal for our English Learners group will be to increase their scores to move closer towards the Green Performance level	CAASPP Scores Spring 2019	-41.9	-31.9
5	Priority 7: Course Access	Local Indicator We will continue to offer students opportunities in the visual and performing arts as a way to enrich our core curriculum as well as expose them to possible careers in the arts.	Visual and Performing Arts Offerings		
6	Priority 6:	Suspension Rate Indicator	Suspension Rates	0.9%	

	School Climate	We will continue to maintain and improve our school climate, and decrease our suspension rates, by providing a safe, orderly and engaging learning environment.			
7	Priority 6: School Climate	Chronic Absence Rate We will continue to maintain and improve our school climate, and increase daily attendance, by providing a safe, orderly and engaging learning environment.	Chronic Absentee Rates	7.5%	

2018-19 Strategies to Improve the Academic Achievement of Students

A - Standards-based Curriculum and Instruction	All students are provided the standards-based core curriculum delivered by appropriately assigned and fully credentialed staff.
B - Assessment & Data Monitoring	Programs are based on the assessed academic needs of students.
C - Ongoing Professional Development & Collaboration	Student academic achievement increases through strategies for improving teacher and principal quality.
D - Interventions & Specialized Program Support (EL, Sp. Ed., GATE, At-Risk) (Before/during/after school, summer)	Students are provided the appropriate program services to reach grade level mastery of State standards & assessments.
E - Parent Education and Community Involvement	Parents, staff, students, and community members participate in developing, implementing and evaluating core and categorical programs.
F – School Climate/Pupil Engagement	Students are provided a positive environment with opportunities to connect to their school and community.
G - Other Academic Support Strategies	

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
A.1	1		Students will receive instruction using standards-based State/District adopted core programs.		Title I	0
A.2	1		All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English.		Title I	0
B.1	1	1	Instructional Coach and Principal provide timely data to teachers to make decisions that will guide/adjust instruction and improve student achievement. Coach/Principal will also conduct data days (3 per grade level) with grade levels throughout the year in Language Arts, ELD, and Math. (Guest teachers pay to be included)		Title I Supplemental/Concentration	10,241 0
B.2	1	1	District and site based assessments in phonics, fluency, reading comprehension, and math to be administered to students three times a year. (DIBELS, Benchmark Assessments)		Title I Supplemental/Concentration	0 0
B.3	1	1	IO Education will be used by all staff to analyze SBAC and District Benchmark data in both Math and		Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			Language Arts.		Supplemental/Concentration	0
B.4	1	1	Collect and analyze data to identify and target effective instructional strategies and interventions in ELA, ELD and Math.		Title I Supplemental/Concentration	0 0
B.5	1	1	Instructional Coach and Principal will continue to ensure that ELA Benchmark Advance Program fully implemented.- in year two of the adoption.		Title I Supplemental/Concentration	0 0
B.6	1	1	Site Leadership team will participate in District TRAC process to work on identified school wide instructional goals.		Title I Supplemental/Concentration	0 0
C.1	1	1	Grade Level collaborative teams meet as necessary to review curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery. (Extra duty time and guest teachers to be included) This year we will include all SPED staff in grade level collaboration groups during collaboration Thursdays and in full and half day planning days.		Title I Supplemental/Concentration	2,000 0
C.2	1	1	Provide staff development training in research based instructional engagement strategies (Kagan Cooperative Learning, DEC Grade Level TRAC Days, Math Conferences, and District Math Academies) for all students to be used during ELA, Math, and Writing. Additional training will be provided on specific strategies to support ELLs as the year progresses. To include technology training, including annual Google Summit.		Title I Supplemental/Concentration	5,439.00
C.3	1	1	Teachers and/or Parents of ELL students to attend yearly CAFE Conference if it is within 150 miles of DSUSD.		Title I Supplemental/Concentration	0 2,000
C.4	1	1	We will participate in cohort 1 District Writing Process Training. Each grade level will have three training days throughout the school year. SPED staff will each be attached to a grade level and attend the training with that grade level all year. Instructional Coach and Principal will attend each of the trainings. Funding for guest teachers and any materials needed will be paid from district funds.		Supplemental/Concentration	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
C.5	1	1	Instructional staff will receive additional support from Educational Services division to enhance English Language Learner success through systematic professional development opportunities, support from district facilitators, through participation in the TRAC process in collaboration with RCOE consultants, through Instructional Rounds process, and team site visits to other district schools who have a proven record of success in terms of increasing student achievement.		Title I Supplemental/Concentration	0 0
C.6	1	1	Instructional Coach provided to increase academic achievement with a focus on non-proficient and English Language Learner students. Instructional coach to provide professional development, coaching and modeling of highly effective instructional practices for the teaching staff, and will support the collaborative process of monitoring student progress. (.5 District Title I; .5 District S/C)		Title I Supplemental/Concentration	0 0
C.7	1	1	Teachers to meet with parents and students to discuss and implement strategies to improve student achievement for ELL and economically disadvantaged students through the APTT Program (Part of Saturday School Days) as well as holding Progress Report Conferences. (Extra duty time/guest teacher pay to be included)		Title I Supplemental/Concentration	2,000 0
D.1	1	1	Push-in teachers to provide extra support/tutoring for targeted, at risk students. Teacher will work with students in Grades K-5 providing extra small group instruction. Specific supplemental support will be provided for our at-risk students by revising the READ 180 Program for students in grades 4 and 5. It will no longer be used to supplant the core ELA program but could be used as part of our before/after school interventions.	X	Title I Supplemental/Concentration	47,685 83,459
D.2	1	1	Before/After School tutoring for targeted, at risk students and ELLs based on formative and summative assessments in Math and Language Arts.	X	Title I Supplemental/Concentration	0 0
D.3	4	1	Technology teacher to ensure our ELL students receive extra web-based math and language arts instruction.	X	Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			Teacher will help monitor, supervise and instruct students how to access and use Accelerated Reader, Moby Max, Dreambox, SBAC practice, On-Line Scholastic Readers, Benchmark Advance on-line resources and other researched based academic sites.		Supplemental/Concentration	41,285
D.4	1	1	Purchase of supplemental instructional materials for all at risk student population subgroups (includes cost for graphic services) Classroom hardware, realia, white boards, etc to be used to increase student engagement and checking for understanding. Also to include the yearly renewal licenses for Accelerated Reader Program, Moby Max and Dreambox		Title I Supplemental/Concentration	10,000 6,000
D.5	4	1	Provide funding for technology (computers, headphones, smart slates, projectors, cables, document cameras, chrome books scanners, bulbs, etc.) and research-based, quality software in ELA and Math to assist Title I students who have not reached proficiency in ELA and Math. Purchases to include Dreambox and Moby Max On-Line Programs		Title I Supplemental/Concentration	12,569 1,500
D.6	5	1	Provide classrooms with amplification systems to improve academic achievement of students. Studies show that there is improvement in students attention and time on task when amplification systems are used in classrooms.		Title I Supplemental/Concentration	14,000
D.7	1	1	Purchase of supplemental materials in math, Language arts, science and social studies and PE. (Cost of Graphic Services to be included)		Title I Supplemental/Concentration	4,489 3,000
D.8	1	1	Purchase of supplemental materials for ELLs to support academic achievement in core content areas. (Cost of Graphic Services to be included)		Title I Supplemental/Concentration	5,000 4,192
E.1	4	3	Hold regular School Site Council, English Learner Advisory Committee, Parent Teacher Organization, and APTT Team Meetings for parents of all our students. (Second Language translation, materials, refreshments and babysitting to be provided for parents at all of the above.)		Title I Supplemental/Concentration	0 1,500
E.2	4	3	To facilitate school home connections the following is provided; Carrillo Ranch Website, school marquee, monthly school newsletter, weekly grade level		Title I Supplemental/Concentration	0 0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			newsletters, use of distinct robo calling program, parent conferences, progress reports, copies of School Wide Discipline Plan, and Title 1 annual parent meetings.			
E.3	3	3	Full time Counselor to work with at risk students, parents, and community to promote positive behavior. (District Funded)		Title I Supplemental/Concentration	0 0
E.4	4	2	Provide EL parent workshop opportunities. (CABE Conference)		Title I Supplemental/Concentration	1,401.00 1,000
E.5	4	3	Identify and fund research based school to home programs to help promote partnership between the school and home, such as APTT (Academic/Parent Teacher Teams) Classes may be held on site to assist parents of EL and at-risk students in strategies to boost student achievement. Teacher extra duty time may be included.		Title I Supplemental/Concentration	0 0
E.6	1	3	Provide a community Bi-lingual office tech to assist with oral translations and facilitate evening meetings. Position would also make parent contact for all school related events.Tech would also serve as Parent Liaison for our APTT Program.		Title I Supplemental/Concentration	5,005 4,902
E.7	4	1	Continue with our "Summer Sizzle" Saturday Academies, continue with year two of our Latino Family Literacy Project for parents, and again participate in "Battle of the Books" and Math Field Day.		Title I Supplemental/Concentration	2,000 2,000
G.1	1	3	Incentives for positive school climate including classroom environment, home/school communications, and improved attendance to promote student achievement in Math and ELA. To include certificates, lunch with the principal, gift cards, books, medals, and ribbons.		Title I Supplemental/Concentration	0 1,620
G.2	1	1	Purchase of additional instructional resource books focusing on lower level readers for at risk students. Purchase additional books related to content areas and class sets of quality literature books to provide extra materials for students to read and build vocabulary and comprehension skills.	X	Title I Supplemental/Concentration	10,840 5,000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
G.3	3	3	Purchase of walkie talkies, School-wide volunteer and visitor ID system, and other related safety items for the school as needed.		Title I Supplemental/Concentration	3,000 5,000

Carrillo Ranch Elementary School District Support 2018-19

Notes

Title 1 Centralized Services are reviewed annually at the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and at the school site advisory level. TRAC (Team Response for Achievement through Collaboration) is the district's process for systematic professional development to support rigorous learning for all in a 21st Century environment. District funded Project Facilitators and outside consultants guide the site-determined leadership team to establish and monitor the district focus on continuous improvement. The Instructional Coach at all schools supports the focus on content literacy and full implementation of state standards. Professional Development funded through District Title I and II funds continues throughout the year. District Title III funds additionally support all sites in the specific focus on instructional practices designed to meet the needs of English learners and their families through release time, consultants, and district staff support.

Title I, II, III funds provide district Project Facilitators who provide explicit professional development and site support to improve the academic achievement of students at highest risk, i.e., English learners, students of poverty, and foster youth. Both Title I and non-Title I schools benefit from district-wide ongoing professional development. Site leadership teams meet regularly to determine specific next steps for equity in services to identified students and to establish appropriate interventions, monitor progress and determine additional professional development needs. Students are selected to participate in alternative supports such as academic tutoring, shadow classes or extended learning opportunities.

All students identified as eligible for the Migrant Education Program (MEP) have access to supplemental services provided by the District Migrant Education Program and the Regional MEP through the Riverside County Office of Education (RCOE). Parents of students eligible for the MEP regularly receive information regarding family/support services. RCOE Regional Program staff collaborates with district staff to conduct annual needs assessments, analyze goals and program services, and provide appropriate professional development in relation to the MEP program and identified students and their families.

Carrillo Ranch Elementary School: Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	162,458.00	0.00
Title I	135,669.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	162,458.00
Title I	135,669.00