

The Single Plan for Student Achievement 2018 – 2019

School: Dr. Reynaldo J. Carreon Jr. Academy Elem School
CDS Code: 33-67058-0100164
District: Desert Sands Unified School District
Principal: Tiffany Norton
Revision Date: 5/14/18

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:

Contact Person: Tiffany Norton
Position: Principal
Phone Number: 760-863-1544
Address: 47-368 Monroe St.
Indio, CA 92201
E-mail Address: tiffany.norton@desertsands.us

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, Dr. Carreon Academy serves the socioeconomically and ethnically diverse populations in grades TK through 5th grade. Dr. Carreon Academy is a Title I school providing a Title I Schoolwide Program. Dr. Carreon's fall 2017 enrollment was 712 students, of which 90.5% are of Hispanic descent, 3.2% are white, 1.6% are African American, 1.07% Asian, and 3.5% other ethnicity. Spanish is the home language of nearly all 313 English Learners. 44.2% of our students are English Language Learners, 81.3% are from low-income families eligible for free or reduced-priced meals, less than 0.8% Foster Youth, and 11.87% are students with Individual Education Plans (IEPS).

During the 2017-2018 school year, the school proudly celebrated its fourteenth anniversary. Dr. Carreon Academy has programs focused on increasing student achievement in both Reading/Language Arts and Math, prioritized to meet student needs of those whose educational journeys are more challenged by language and/or economic barriers. Dr. Carreon Academy's Administration and Staff are dedicated to meet the high expectations and performance goals set to help increase student achievement. Professional development continues to focus on Professional Learning Communities and increasing student collaboration across the contents. Identified through the 2017-18 climate survey, student responses indicated an area of focus as a sense of belonging (school connectedness). Parent responses indicated that knowledge of discipline, rules, and norms is an area of focus. Teacher responses indicated that safety is an area of focus. As a result, Dr. Carreon Academy will join the second cohort of MTSS Implementation next year. This will further support a positive school climate and increased academics.

In addition to providing a strong core academic curriculum, our goal is to enrich student learning through a balanced educational program. We work to create an academic, physical, emotional, social, and safe environment where everyone can learn and respect one another. We provide a variety of after-school enrichment opportunities for our students. These include: Music Club, Choir, Drama Club, the ASES Program, Battle of the Books, Art Club, and Math Field Day. Students are recognized for their academic and social achievements at monthly assemblies as "Scholars" and "Heroes." Attendance awards, Character awards, and the Comet Champions Award are also a part of our monthly student recognition programs. During the 2017-2018 school year, we added a music teacher to our prep rotations and are proud to offer music to every student on campus once a week.

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

The actions and strategies within our 2018-19 SPSA support students in grades TK- Fifth in efforts to increase our performance in RLA, Math, and English Learner Progress and maintain a high level of student achievement. Strengthening the focus on instructional practices will result in an increase in school climate and safety.

Our staff analyzes data from the English Language Proficiency Assessments for California (ELPAC), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Educational Software for Guiding Instruction (ESGI) assessment, California Assessment of Student Performance and Progress (CAASPP) and the Smarter Balanced Assessment (SBAC) in order to provide students with additional academic support through our standards based intervention program.

Professional development will be expanded to include continued training to increase the effectiveness of our Professional Learning Communities. Professional development will also include workshops devoted to research based strategies to increase student collaboration across all content areas. Training to the framework, and in the selection of appropriate instructional strategies for differentiating instruction for high-needs students including English learners, will be provided to all certificated staff members by the site EL Lead as well as the State and Federal Programs office. Another significant change from our prior year SPSA is a focus on RTi supports for students in first through fifth grades. In order to support this focus, we will be hiring a Certificated Specialist to assist our current Specialist in working with students who need additional support to reach the rigor of the curriculum and grade level standards. Beginning with the 2018-2019 school year, we will begin the implementation of AVID Elementary in our first, fourth, and fifth grades. The plan is to have full implementation by the end of the 2019-2020 school year.

At Dr. Carreon Academy, we believe in fostering strong home-school connections. We endeavor to have our parents, teachers, and community members actively involved on our students' learning. We provide information through Back-to-School Night, Festivals, teacher/parent conferences, family science night, newsletters, monthly Comet Cafes, the attendance of CAFE, and other events scheduled throughout the year.

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

In reviewing the California Dashboards Five by Five grids, our "All Students" performance levels are reported as Yellow for RLA and Green for math. In language arts, our Hispanic and Socioeconomically Disadvantaged student groups both performed at a performance level of Green. In math, all student groups, with the exception of Socioeconomically Disadvantaged, performed at a performance level of Green. Our performance level increase in the area of mathematics was achieved through collaboration and a strong focus on grade level standards.

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 California Dashboards Five by Five Placement Reports does highlight high need in the following areas: Suspension Indicators for all student groups as well as our English Learner Progress Indicator.

Our biggest area of need is to reduce our suspension rates with effective alternatives to suspension through counseling and MTSS implementation in cohort 2. The Dashboard reports a schoolwide performance category for suspension at Red, with all student groups in the red performance category. Moving forward, MTSS implementation and PBIS will begin in 2018-19. We will continue to monitor our behaviors and counseling supports to support the decrease of suspensions.

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

No Performance Gaps.

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.

Dr. Carreon Academy has redesigned our differentiation efforts to reach beyond cadres. We have hired two Specialists who are using standards and research based intervention programs to meet the needs of all of our students. We are continuing to provide professional development to our teachers to help support small-group instruction in our daily instruction. Our unduplicated students include nearly 85% of our population. Therefore, actions and services detailed in the SPSA and supported through Supplemental and Concentration and Title 1 funds may be designed to serve all students, but are principally targeted to increase instruction and intervention support to meet the needs of our low income students and our English Learners. Such services include: MTSS and Parent Involvement Comet Cafe's. Our site Instructional Coach has provided training to all teachers on Kagan Cooperative Learning strategies. Our staff has also participated in Solution Tree Professional Learning Communities at Work, International Center for Leadership in Education (ICLE) Rigor/Relevance Framework, and are implementing our new Benchmark Advanced English Language Arts curriculum. Strategic, focused professional development in English Language Development is provided to all teachers. Students, including Long-Term English Learners, needed intervention are supported through our site wide intervention program. Through the implementation of these school wide strategies, student achievement will improve in the four claims: Reading, Writing, Listening, and Research/Inquiry based on formative and summative assessments.

**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.

**Dr. Reynaldo J. Carreon Jr. Academy Elem School
Single Plan for Student Achievement
2018-19 School Goals**

Goal	State Priorities Addressed	Performance Indicator Addressed	Measure/Metric	Base	Target
1	Priority 6: School Climate	Suspension Rate Indicator Achieve a school-wide performance level of at least yellow	As reported on California Dashboard	All student groups, as well as "All Students" group, at Red.	Achieve a performance level of at least yellow.
2	Priority 4: Pupil Achievement	Academic Indicator English Language Arts Achieve a school-wide performance level of green with coordinated efforts to achieve blue.	CAASPP data as reported on California Dashboard	English Learner student group, as well as "All Students" group, at yellow.	Achieve a performance level of green; with coordinated efforts to achieve blue.
3	Priority 4: Pupil Achievement	Academic Indicator Mathematics Maintain a school-wide performance level of green with coordinated efforts to achieve blue.	CAASPP data as reported on California Dashboard	Socioeconomically Disadvantaged student group at yellow.	Maintain a performance level of green; with coordinated efforts to achieve blue.
4	Priority 4: Pupil Achievement	English Learner Progress Indicator Achieve a school-wide level of Green	As reported on California Dashboard	English Learner student group at orange.	Achieve a performance level of green.

5	Priority 3: Parental Involvement	Parent Engagement Achieve at least 150 parent responses on our Panorama School Climate Survey.	As reported by Panorama	50 responses collected on 2017-18 survey.	Achieve at least 150 parent reponses on our Panorama School Climate Survey.
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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	2,3	Students will receive instruction using standards-based State/District adopted core programs.		Title I Supplemental/Concentration	0 0
A.2	1	4	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 Supplemental/Concentration	0 0
A.3	1	2,3,4	All core classroom teachers are appropriately assigned and fully credentialed.		Title I Supplemental/Concentration	0 0
B.1	1	2,3,4	IoEducation (EADMS) will be used by all staff to analyze and monitor student progress.		Title I Supplemental/Concentration	0 0
B.2	1	2,3,4	Continued support of district adopted curriculum and assessments to monitor achievement throughout the year.		Title I Supplemental/Concentration	0 0
B.3	1	2,3,4	Provide extra duty/release time for teachers to conduct data analysis and develop SMART goals in	X	Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			order to identify and target effective differentiated instructional strategies, to evaluate and improve instruction and increase student achievement in ELA, ELD, Math, Science, and Technology.		Supplemental/Concentration	6858
B.4	1	4	Provide extra duty hours for staff to monitor EL students progress, evaluate students for reclassification, contact parents to attend reclassification meetings, coordinate reclassification meetings, and monitor/follow up on students that have been reclassified. (Language Acquisition Team = 1 Instructional Coach & 3 Teachers)		Title I Supplemental/Concentration	1837 0
B.6	1	1,2,3,4,5	Provide extra duty hours to TRAC/Leadership Team for collaboration with the Principal, Instructional Coach, and staff to study curriculum-embedded assessment data, instructional planning, lesson delivery, and to support student achievement (20 hrs x 8 people = 160 hours)		Title I Supplemental/Concentration	0 9483
B.8	1	1,2,3,4,5	Site Leadership Team will participate in District TRAC process to analyze student data, create our site TRAC plan, and monitor the plan. (district funded)		Title I Supplemental/Concentration	0 0
C.1	1	1,2,3,4,5	Instructional Coach to provide instructional assistance (modeled lessons) using phases of direct instruction, including full implementation of the core instructional programs and monitoring of ELA, math and writing and supporting staff with effective instructional strategies. (.5 District Title 1; .5 District S/C)		Title I Supplemental/Concentration	0 0
C.3	1	2,3,4	Provide certificated staff extra duty and/or release time for curriculum development, collaboration, cross grade collaboration, assessment, Instructional Rounds/Visitation, and subject support time to improve educational practices in ELA, Math, Science, and other core subjects.	X	Title I Supplemental/Concentration	15518 6641
C.4	1	2,3,4	Provide release time for visitations by staff to exemplary classrooms and instructional practices at other sites at which significant growth in student achievement has been demonstrated.		Title I Supplemental/Concentration	0 0
C.5	1	4	Provide certificated staff supplemental services and ELD support time to improve academic achievement of		Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			English Learners.		Supplemental/Concentration	0
C.8	1	2,3,4	Provide training for staff in ELA, ELD and mathematics software programs designed to support students in becoming proficient in ELA and mathematics.		Title I	0
					Supplemental/Concentration	0
C.9	1	2,3	Purchase technology (ie: computers, LCD projectors, LFDs, chromebooks, webcams, etc.) and licenses (ie: Discovery Ed, Brainpop, Waterford, AR, Keyboarding without Tears) and provide staff development and support in the use of technology as an instructional tool to increase students' access to visuals and builds background knowledge that support achievement of instructional standards in ELA and mathematics.	X	Title I	10000
					Supplemental/Concentration	13500
C.10	1	2,3	Provide for professional development opportunities through the attendance of in and outside the district conferences/workshops or extra duty pay for indistrict professional development (including consultant fees) in order to improve academic achievement (ie. Accelerated Reader, structured student engagement strategies (Kagan), intervention strategies, close reading strategies, ELD strategies (CABE), Google Summit, Math Conference, Model Schools, etc.	X	Title I	20000
					Supplemental/Concentration	2904
C.11	1	2,3,4	Instructional staff will receive support from the Ed Services division to enhance English Learner academic progress through systematic professional development opportunities, support from district facilitators, and through participation in the TRAC process in collaboration with the RCOE consultants. (District III funds)		Title I	0
					Supplemental/Concentration	0
D.1	1	3	Provide Dream Box adaptive software for personalized student support in math from intervention to enrichment.		Title I	0
					Supplemental/Concentration	3400
D.2	1	2,3,4	Provide researched based supplemental materials and supplies to enhance standards based curriculum and instruction.	X	Title I	18396
					Supplemental/Concentration	28763
D.3	1	4	Provide supplemental services, resources and learning models that will improve academic achievement of ELL	X	Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			learners.		Supplemental/Concentration	0
D.4	1	2,3	Extended learning time for students before and after school and summer school to provide additional instructional opportunities using research based instructional programs and supplemental materials to support students in achieving grade level standards in ELA, math and writing. (40 hours)	X	Title I Supplemental/Concentration	0 2370
D.5	1	4	Provide supplemental services and materials for extended day/year interventions to EL students in achieving/extending grade level standards.	X	Title I Supplemental/Concentration	0 0
D.6	1	1,2,3,4,5	Student Study Teams and IEP Teams to meet and determine appropriate interventions and/or placements for students with academic and behavioral needs. Provide release time to allow teachers to participate in SST, Reclassification, and IEP meetings.		Title I Supplemental/Concentration	0 6100
D.7	1	2,3	Provide funding for duplication of research-based instructional materials that supplement ELA, workbooks, weekly tests, quick quizzes and mathematics, quick quizzes.	X	Title I Supplemental/Concentration	3127 3000
D.8	1	2,3,4	Provide support materials and opportunities for GATE cluster certificated staff to participate in professional development.		Title I Supplemental/Concentration	0 0
D.10	1	2,3,4	Provide funding for a classified specialist to provide push-in support for our EL's and students requiring intervention. (6 hours/day; 180 days; \$18/hour)	X	Title I Supplemental/Concentration	24976 0
D.11	1	2,3,4	Fund certificated intervention specialist to provide small group intervention before/during/after the instructional day to support EL's and students requiring additional academic support.	X	Title I Supplemental/Concentration	39158 0
E.1	3	4,5	Provide extra-duty for classified support staff to provide for the setting up, childcare, or coordinating for extended day/year activities for parents of ELLs.		Title I Supplemental/Concentration	674 0
E.2	1	4,5	Extend opportunities for parents and teachers of English Learners to attend trainings and conferences to enhance student achievement.	X	Title I Supplemental/Concentration	7000 0
E.3	1	5	Provide educational programs for parents: Story Tellers, Loving Solutions, PRICE Parenting, Parenting	X	Title I	3734

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			for SUCCESS, CABE, including cost of trainers, childcare, materials, and refreshments.		Supplemental/Concentration	0
E.4	3	5	Provide academic incentives, materials, supplies, refreshments, custodial services, and postage to increase parent participation and involvement in school activities.	X	Title I Supplemental/Concentration	3000 0
E.5	3	4,5	Provide oral and written translation to support parent involvement in school events to improve academic achievement (ie: Parent Education materials, parent conferences, parent involvement opportunities, Back to School Night, SSC, ELAC, Title 1 parent meeting, etc.)	X	Title I Supplemental/Concentration	10095 0
E.6	3	5	Provide Family Literacy, Math, Science, Music, and Technology Nights to promote family involvement at Dr. Carreon and teach parents strategies for working with their students at home to increase student achievement.		Title I Supplemental/Concentration	1778 0
E.7	3	5	Fund additional classified clerical services to support families by assisting with home/school communication regarding registration, parent meetings, etc. in order to improve family involvement and student achievement.		Title I Supplemental/Concentration	0 2500
F.1	3	1,2,3,4	Provide supplemental materials and certificated support in implementing K-5 social/character development program. Provide books, materials, supplies, and incentives to support on-site counseling and character education. (ie: Positive Action, PBIS, Character Counts, MTSS, etc.)	X	Title I Supplemental/Concentration	3428 0
F.2	3	1,2,3,4	Provide funding for acknowledgement, recognition, and promotion of student achievement (CAASPP medals, AR, EL Reclassification, Attendance Program, etc.).		Title I Supplemental/Concentration	0 3500
F.3	3	1,5	Pay for additional noon yards to increase safety for students before, during, and after school.	X	Title I Supplemental/Concentration	0 15014
F.4	3	1,2,3,4	Purchase safety/emergency equipment to provide safety measures for all students to increase student		Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			achievement. (ie: radios, emergency bin shelving, emergency supplies, etc.)		Supplemental/Concentration	3500
F.5	2	2,3,4	Provide funding for educational, standards based field trips to increase student academic success. (\$1200/grade level)		Title I	0
					Supplemental/Concentration	7200
G.1	1	2,3,4	Provide extra duty for classified staff to support students and improve academic achievement.	X	Title I	0
					Supplemental/Concentration	0
G.2	1	4,5	Provide extra duty and/or release time for coordinating ELD program (IPT, purple folders)and testing, hand scoring and analysis of ELPAC results.		Title I	0
					Supplemental/Concentration	2057
G.3	3	2,3,4	Purchase additional equipment and/or replace equipment for Physical Education and Music classes to increase student achievement through integration of PE and the Arts.	X	Title I	0
					Supplemental/Concentration	4000
G.4	3	2,3,4	Provide a certificated staff member to offer enrichment opportunities in Music, Choir and Instrumentals. This person will provide music instruction for all students throughout each week. These enrichment opportunities will provide a more well-rounded academic program, increasing experiences, background knowledge and student achievement (Partially funded by prep allocation, with the remainder covered by site funds).	X	Title I	0
					Supplemental/Concentration	55197

Dr. Reynaldo J. Carreon Jr. Academy Elem 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.

Dr. Reynaldo J. Carreon Jr. Academy Elem School: Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	175,987.00	0.00
Title I	162,721.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	175,987.00
Title I	162,721.00