

# The Single Plan for Student Achievement 2018 – 2019

**School:** Andrew Jackson Elementary School  
**CDS Code:** 33-67058-6031934  
**District:** Desert Sands Unified School District  
**Principal:** Vicki Barber  
**Revision Date:** Approved by SSC/ELAC on May 8, 2018

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 Desert Sands Unified School District, Andrew Jackson Elementary is a Title I Schoolwide Program (SWP) that benefits both students and families. Each year Jackson holds an annual Title I meeting to inform parents of the school's participation in Title I. Jackson serves the socioeconomically and ethnically diverse populations from Indio, CA in grades TK/K-5. The school's fall 2017 student enrollment was 606, of which 90.9% are of Hispanic descent, 2.60% are white, 1.20% are African American, 0.50% Asian, and 0.20% other ethnicity. Spanish is the home language of 93.8% of the school's nearly 289 English Learners. The school's unduplicated pupil percentage 93.8%; 92.6% are eligible for free/reduced priced meals, less than 0.9% Foster Youth, and 9.8% are students with Individual Education Plans (IEPs). During the 2017-18 school year, the school proudly celebrated its 62nd anniversary. Jackson has programs focused on ELA and mathematics, prioritized to meet student needs of those whose educational journeys are more challenged by language and/or economic barriers. Supporting our site is a PTO and a SSC/ELAC from the community, dedicated to meet the high expectations and performance goals set by our 47 certificated and classified staff. Professional development continues to focus on ELA and mathematics. We are a part of the first cohort of MTSS implementation. As a result, MTSS will further support our attendance and lower our suspension rate. Jackson offers a variety of parent workshops through our Parent University to help promote literacy and mathematics. Jackson distributes a monthly school newsletter and notices of important events, and also communicates information via electronic marquee, school website, and School Messenger in both English and Spanish. Jackson also provides translators as well as childcare for conferences, meetings, and parent workshops. Jackson offering Back-to-School Night, parent/teacher conferences, SST meetings, and SSC/ELAC meetings, Parent University, Math/Science and Literacy Family Nights, Family Literacy Program, Open House, and Loving Solutions, to name a few to promote parent involvement. Jackson also conducts an annual survey of parents to determine school/student needs. Each year parents/guardians are provided with parent booklets that list the California State Standards for each grade level, and explanation of all curricula used by the students, and an explanation of the use of Title I monies.

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

The actions and strategies within our 2018-2019 SPSA support grades TK/K-5 in efforts to increase ELA (grade 3: from 38% to 48% met or exceeding standards; grade 4: from 25% to 35%, met or exceeding standards; grade 5: 25% to 35% met or exceeding standards), mathematics (grade 3: from 32% to 43.1% met or exceeding standards; grade 4: from 18% to 29.1% met or exceeding standards; grade 5: 11% to 22.1% met or exceeding standards), and science, and maintain a high level of student achievement to achieve these goals. Strengthening the focus on ELA with LLI and math intervention will result in increased student achievement.

Professional development will be expanded to include thinking maps, Level Language Instruction (LLI), Kagan strategies, and PLCs. We will continue work with MTSS. Training using appropriate instructional strategies for differentiating instruction for high-needs students including English learners will be provided to/by teachers and implemented during ELD rotations and LLI and math interventions. Another significant change from our prior year SPSA is a focus on attendance and lowering student suspension rate through MTSS.

Further, we have increased opportunities for parents to engage in their students' learning through Math Family Night, Literacy Night, Parent University, ESL, and parenting classes.

## 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

Based on the results from the state and local performance indicators in the California School Dashboard Progress Status and Change Report, Jackson is proudest of the progress made toward the SPSA goal with our English Learners. Of the 283 English Learners, the percentage of these students who made progress towards English proficiency was 72.9%, which was up from the 2016 academic performance of 64.7%, an increase of +9.6%, putting them at the Green Performance Level. In ELA and math, as measured by growth from 2016 to 2017, California School Dashboard resulted in students performance in the State Indicators at the Orange Performance Level, with a Maintained Change in math (1.6 points) and ELA (+2.5 points). Jackson plans to maintain or build upon that success by continuing with LLI, math intervention, and full implementation of the new teaching rotations. Professional development to assure full implementation of content standards and training in the Rigor/Relevance Frameworks in ELA and math for staff continue to be supported in our site TRAC and SPSA goals.

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 Fall 2017 California School Dashboard, areas of high need include: English Learners (ELA: Status Low 56.7 points below - Maintained -1.6 points, Math: Status Low 65.4 points below - Maintained +2.5 points), Socioeconomically Disadvantaged (ELA: Low 53.1 points below - Maintained -1.6 points, Math: 68.3 points below - Declined -3 points), Students with Disabilities (ELA Very Low 128.4 points below - Increased +8.8 points, Math: Very Low 140.7 points below - Declined 16.3 points), and Hispanics (ELA: Low 51.4 points below - Maintained +1.1 points, Math: Low 66.5 points below - Maintained - 1.9 points, Math: low 51.4 points below - Maintained +1.1 points) have a performance category in the Orange category. Actions and strategies state priority steps will be in the school planning to address areas in ELA and math through professional development, intervention, and the support of an Instructional Coach.

There is also a continuing need to reduce suspension rates with effective alternatives to suspension through counseling and MTSS. The California School Dashboard report a schoolwide performance category for suspension at Orange Performance Level and with Students with Disabilities and the Homeless at Red Performance Level. The site counselor will provide individual and small group counseling to students in need and will implement Second Step schoolwide. Moving forward, MTSS will begin in 2018-19 continue to reduce the suspension rate at Jackson.

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

Andrew Jackson Elementary School strives to ensure equity for all students by closing achievement gaps between student groups and the All Students group. While Jackson does not have any students for which performance for any student group was two or more performance levels below the "all student" performance, the California School Dashboard indicates that "all student" performances in both ELA and math is Orange on student performance, which is two performance levels below the Green, where students need to be or above (Blue) by 2023. The English Learners are 56.7 points below level 3 (Status) and 7.0 points below the "all student" group, which is 49.7 points below Level 3 (Status), the Socioeconomically Disadvantaged are 53.6 points below (Status) and 3.4 points below the "all student" group, which is 49.7 points below (Status) as reported in two areas of the California

Dashboard. To address the ELA performance gap, Jackson has LLI intervention where students who meet the criteria are pulled out of their classroom for reading, five days a week, 40 minutes each day, and are provided math intervention.

### **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.

Andrew Jackson Elementary School unduplicated pupils include nearly 93.8% of our student population. Therefore, actions and service detailed in the SPSA and supported through Supplemental and Concentration, and Title I funds may be designed to serve all students, but are principally targeted to increase instructional and intervention support to meet the need low income students and English learners. Such services include LLI intervention. Professional Learning Communities analyze the data to increase services and close the learning gap. The use of data and evidence to improve the quality of best first instruction resulting in increased student learning for all students is the norm. Strategic, focused professional development in English Language Development is provided to all teachers. Training for proficiency in the Rigor/Relevance framework began in 2017-18 and 26 participated in instructional rounds to support this implementation. A variety of formative assessments including Benchmark, weekly quizzes, and exams are administered. Students, including Long-Term English Learners, needing intervention are supported through LLI. Site funds provide for a full-time counselor. Title I funds are distributed for site-based parent engagement activities, Literacy Night, Math Family Night, Parent University, ESL, and parent classes.

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

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

**Andrew Jackson Elementary School  
Single Plan for Student Achievement  
2018-19 School Goals**

<b>Goal</b>	<b>State Priorities Addressed</b>	<b>Performance Indicator Addressed</b>	<b>Measure/Metric</b>	<b>Base</b>	<b>Target</b>
1	Priority 4: Pupil Achievement	Academic Indicator English Language Arts Jackson will increase by a minimum of 10.0 points with a target of -39.38 in 2018/2019 in order to reach High/Maintained (10.0-Green) in ELA by 2023.	CAASPP	-49.7	-39.38
1	Priority 5: Pupil Engagement	Academic Indicator Mathematics Jackson will increase by a minimum of 11.1 points with a target of -55.3 in 2018/2019 in order to reach High/Maintained (0.0- Green) in math by 2023.	CAASPP	-66.3	-55.3
3	Priority 6: School Climate	Suspension Rate Indicator Jackson will decrease its suspension rate by a minimum of -0.3 points with a target of 2.3 in 2018/2019 in order to reach Low/Maintained (1.0- Green) by 2023.	CAASPP	2.6	2.3
1	Priority 4: Pupil Achievement	English Learner Progress Indicator Jackson will increase English Learner Progress by a minimum of 0.2 points with a target of 74.1 in 2018/2019 in order to reach High/Maintained (75.0 -Green) by 2023.	CAASPP	73.9	74.1

## 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	1	Students will receive instruction using standards-based State/District adopted core programs.		Title I Supplemental/Concentration	0 0
A.2	1	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 Supplemental/Concentration	0 0
B.1	1	1	Provide extra duty hours to TRAC/Leadership Team for collaboration with the principal & assistant principal, Instructional Coach, and staff to support student achievement (15hrs x 8 people).		Title I Supplemental/Concentration	6,840 0
B.2	1	1	Data from the CAASPP, DIBELS, Fountas & Pinnell Leveled Literacy Intervention assessments, district benchmarks, and other common assessments will be used by all staff to analyze and monitor student progress and plan for differentiated instruction to increase student achievement.		Title I Supplemental/Concentration	0 0
B.3	1	1	Monitor EL students' progress, evaluate students for	X	Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			reclassification, contact parents to attend reclassification meetings, coordinate reclassification meetings, and monitor/follow up on students that have been reclassified.		Supplemental/Concentration	0
B.4	1	1	Site Leadership Team will participate in district TRAC process to analyze data, create CCSS Implementation TRAC Plan, and monitor plan.		Title I Supplemental/Concentration	0 0
B.5	1	1	Provide Extra-Duty for Instructional Coach to administer ELPAC to incoming TK/K students in August. Analyze CAASPP and 3rd trimester DIBELS data to determine flexible intervention groups (Not to exceed 40 hrs.).		Title I Supplemental/Concentration	2,400 0
C.1	1	1	Instructional staff will receive additional support from the Ed. Services division to enhance English Learner academic success through systematic professional development opportunities, support from district facilitators, and through participation in the TRAC process in collaboration with the outside consultants (District Title III funds). District will provide additional professional development to support teaching/learning (District Title I and Title II funds).		Title I Supplemental/Concentration	0 0
C.2	1	1	All core classroom teachers are appropriately assigned and fully credentialed.		Title I Supplemental/Concentration	0 0
C.3	1	1	Instructional Coach provided to increase academic achievement with a focus on non-proficient students and English Learners. The Instructional Coach will provide professional development, coaching and modeling of highly effective instructional practices to the instructional staff, and will support the collaborative process of monitoring student progress (.5 FTE District Title I, II, III funded; .5 LCAP/LCFF funded).		Title I Supplemental/Concentration	0 0
C.4	1	1	Monthly staff meetings will focus on district-initiated topics (SAST-Structured Academic Support Time), monitoring implementation of Write From the Beginning...And Beyond strategies, structured student engagement strategies(Kagan), intervention/differentiated instruction, and		Title I Supplemental/Concentration	0 0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			designated/integrated ELD strategies.			
C.5	1	1	Provide funding for guest teachers to release staff to participate in peer observations (1 time per trimester).	X	Title I Supplemental/Concentration	0 0
C.6	1	1	Grade level Professional Learning Community (PLC) teams will meet 2-3 times per month to design lesson plans utilizing the Rigor/Relevance/Student Engagement rubrics in ELA/Math. PLCs will continue to share strategies using Thinking Maps, close reading and early literacy skills, evidence-based writing, language frames, vocabulary development, Number Talks, student engagement structures in ELA, ELD, and math.		Title I Supplemental/Concentration	0 0
C.7	1, 4	1	Provide for professional development opportunities through the attendance of in and outside the district conferences/workshops or extra duty pay for in-district professional development (including consultant fees, registration fees, travel expenses, and guest teachers) in order to improve academic achievement (ie. structured student engagement strategies (Kagan), Thinking Maps and Write From the Beginning... And Beyond, intervention (Leveled Literacy Intervention) strategies (Fountas & Pinnell), close reading strategies, ELD strategies (CABE), PLC Summit, AOSA (music), Math Conference, counseling workshop/conference, etc. (Partially district-funded, site funded)	X	Title I Supplemental/Concentration	11,792 18,997
C.8	1,4	1	Provide funding (one full-day and two half-days per grade level) for guest teachers for grade level teams to analyze data (district benchmarks, DIBELS, and common assessments) to monitor students' progress in meeting Standards. The data will be used to identify effective instructional strategies and plan for whole group and small group differentiated instruction to improve student achievement.		Title I Supplemental/Concentration	0 6,500
D.1	1	1	Purchase Standards-based supplemental materials to enhance the core curriculum and increase student achievement (ie. math manipulatives, phonics/reading materials, AR/STAR licenses, ESGI licenses, Discovery Education subscription, Thinking Maps/Write From the	X	Title I Supplemental/Concentration	23,321 3,732

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			Beginning... And Beyond manuals/materials, Fountas & Pinnell intervention materials, Scholastic News subscriptions, social studies resources, science materials, etc.).			
D.2	1	1	Provide during and after school interventions for students who are not proficient in core content areas (reading and math) using research-based supplemental programs and materials (District LCAP Remediation/Tutoring Fund, site funded).	X	Title I Supplemental/Concentration	46,700 93,399
D.3	1	1	Fund supplemental materials, copy paper, and printing to support vocabulary development, reading, and math (ELA curriculum, GO Math/HMH math materials, etc.)		Title I Supplemental/Concentration	5,000 0
D.4	1	1	Provide funding for guest teachers (3 teachers x 10 days) to allow for release time for instructional staff to assess student progress, to conference with parents and discuss students' progress, and determine appropriate interventions for students with academic and/or behavioral needs (SST meetings). To provide extra support for TK/K teachers at the beginning of the school year.		Title I Supplemental/Concentration	8,820 0
E.1	1, 3, 4	1	Provide parent participation opportunities to promote family involvement in the school and teach strategies for working with their children at home to increase student achievement (Parent University program workshops, Loving Solutions, Latino Family Literacy Project, CAFE, etc.). Includes extra-duty pay for participating staff, postage, materials & supplies, food, and incentives. Purchase transmitter for translation devices to assist with translation during parent meetings.	X	Title I Supplemental/Concentration	6,000 0
E.2	1	1	Provide extra duty to provide oral translation for Back-to-School Nights, SSC/ELAC meetings, Title 1 Parent meetings, PTO meetings, parent conferences, parent committees, Parent University workshops, etc.		Title I Supplemental/Concentration	5,862 0
E.3	1, 4	1	Provide childcare for parents attending Parent University workshops, parent meetings, etc.		Title I Supplemental/Concentration	1,100 0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
E.4	1, 3, 4	1	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	4,000 0
F.1	1, 4	1	Provide funding to add and replace technology and equipment in classrooms to enhance the learning opportunities for all students (student/staff Chromebook replacement parts, Chromeboxes, LCD projectors, ELMOs, sound amplification system, printers, ink cartridges, batteries, headphones, etc.	X	Title I Supplemental/Concentration	20,000 0
F.2	1	1	Provide funding to add and replace quality books for the school library.	X	Title I Supplemental/Concentration	2,000 0
F.3	1	1	Provide funding for acknowledgement and promoting student achievement and attendance (books, pencils, games, ribbons, trophies, food, medals, & certificates).	X	Title I Supplemental/Concentration	5,000
F.4	4	3	Provide Music Teacher to enrich and support core curriculum (reading & math). (.6 FTE from S/C funds; .4 FTE from Prep Allocation)		Title I Supplemental/Concentration	0 63,510
F.5	1	3	Provide counseling services to improve/support the academic success of students identified as at-risk. Provide social skills/character development for students to develop appropriate school behaviors that enhance academic achievement (1.0 FTE funded by district).		Title I Supplemental/Concentration	0 0
F.6	1	1, 3	Provide site counselor with professional development opportunities and to purchase supplies/materials.		Title I Supplemental/Concentration	0 1,300
F.7	1	1	Purchase classroom materials (i.e. classroom rugs, easels, etc.) to increase student achievement	X	Title I Supplemental/Concentration	4,000 1,200
F.8	1	1,3	Purchase safety/emergency equipment/supplies to provide safety measures for all students to increase student achievement. Repair misting system in cafeteria area to provide safe eating environment during hot weather.		Title I Supplemental/Concentration	0 2,200

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
G.1					Supplemental/Concentration	
G.2					Supplemental/Concentration	
G.3					Supplemental/Concentration	
G.4					Supplemental/Concentration	
G.5					Supplemental/Concentration	
G.6					Supplemental/Concentration	
G.7					Supplemental/Concentration	
G.8					Supplemental/Concentration	
G.9					Title I Supplemental/Concentration	0
G.10					Supplemental/Concentration	

## Andrew Jackson 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.

### Andrew Jackson Elementary School: Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	190,838.00	0.00
Title I	152,835.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	190,838.00
Title I	152,835.00