

# The Single Plan for Student Achievement 2018 – 2019

**School:** Lyndon B. Johnson Elementary School

**CDS Code:** 33-67058-6116636

**District:** Desert Sands Unified School District

**Principal:** Patrick Moon

**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:

**Contact Person:** Patrick Moon

**Position:** Principal

**Phone Number:** 760-863-3680

**Address:** 14-640 Clinton Street  
Indio, CA 92201

**E-mail Address:** patrick.moon@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, Lyndon B Johnson Elementary serves the socioeconomically and ethnically diverse populations from Transitional Kindergarten (TK) to Grade 5. The school's fall enrollment was 541 students of which 92.3% are of Hispanic decent, 3% are Caucasian, 2.8% African American, .5% Asian, .4% Filipino and .4% multi-racial. The school's unduplicated pupil percentage of 86.6, %: 33.9% are English Language Learners, 85.8% are from low-income families eligible for free or reduced-priced meals, less than 1% are foster youth, and 7.7% are students with Individual Education Plans (I.E.P.). During the 2017-2018 school year the school proudly celebrated its 18th anniversary. Johnson, a Title I school-wide program, has programs focused on writing and reading prioritized to meet student needs of those whose educational journeys are more challenged by language and or economic barriers.

Our professional development this year will focus on training with Solution Tree to better analyze student data, and use the data to improve instruction. Staff have embraced the PLC concept and will receive further training in the 2018-2019 school year. Johnson Elementary has also volunteered to participate in a school-wide writing program led by Lynn Figurate from RCOE. This will give our students a uniform approach to writing, teaching all necessary skills with the same expectations as they move across grade levels.

Johnson will continue participating in the District's Multi-tiered System of Support. (MTSS). Through our involvement in this program staff have created a school wide recognition program for our students that focuses on Positive Behavior Intervention Supports. We now have a student of the month assembly where we recognize students in the areas of academic and behavior. We also have a monthly character trait that student's focus on to become outstanding citizens. Through the MTSS process we are ensuring the development of school wide expectations for all students. These expectations will be taught throughout the school year and reinforced during morning announcements.

Johnson Elementary has a variety of activities that involved both students and parents. We have a sports program that begins in grade 3. Students have the opportunity to participate in flag football, soccer, basketball and track. While participating in these activities our students compete against other schools in the Desert Sands Unified School District. This is a wonderful opportunity for students to develop team skills and self confidence. Students also participate in our running club, which takes place in the morning before school. Students are able to earn prizes through their physical activity. This year Johnson Elementary held our first science fair. We had amazing participation in this event and the students learned about the scientific process as a result of their involvement. Johnson Elementary participated in the District Battle of the Books and Math Field Day as well.

Johnson provided three great events to bring students, parents, and the community together. Our fall carnival was a huge success with an incredible amount of families attending. We also hosted a Father/Daughter dance as well as a Mother/Son dinner. All of these events were very well attended and created wonderful memories for our students and families.

Looking to the 2018-19 school year, Johnson would like to increase parent involvement by providing math and literacy nights to inform parents on how to help their children at home.

**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 - 5 in efforts to increase student achievement in the areas of language arts and math. Strengthening the focus on reading comprehension, writing, and positive behavior interventions will result in improved student achievement across all content areas.

Professional development will be expanded to include professional learning community support from Solution Tree, specifically addressing data analysis. The district's process writing program will be further supported through site based professional development for teachers and support staff. Johnson will design/implement a strategic intervention program to address specific content needs. We will also continue with year two of the district's MTSS program. Training to the framework, and in the selection of appropriate instructional strategies for differentiating instruction for high-needs students including English learners and students with disabilities, will be provided to close the achievement gap. Further we have increased opportunities for parents to engage in their students' learning through academic family nights.

## 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.

With the release of the Fall 2017 CA Dashboard, the academic achievement measured by growth from 2016-2017 resulted in an all students performance category increased in the area of ELA from 24% to 27% in met or exceeded standard. Grade 4 ELA increased from 25% to 39.3%, in met or exceeded standard.

## GREATEST PROGRESS

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?

Reviewing the Dashboard's Five-By-Five Placement Reports does highlight an area of high need in math. All student groups have a mathematical performance category at Orange. Actions and strategies to address the need in math are focusing on PLC's to look at areas of weakness by grade level, apply interventions such as small group instruction, Dreambox, and after school tutoring.

Reviewing the Dashboard's Five-By-Five Placement Reports also highlights another area of need in ELA. All student groups have an ELA performance category at either Orange or Red. Actions and strategies to address the need in ELA are implementing a new ELA software program LEXIA that will target students specific areas of weakness. This program is researched based and that has been shown to be effective in schools within our district who have similar demographics. We will also begin working with the district to implement a school wide writing program.

## GREATEST NEEDS

There is also an area of high need for our English Learner Progress. The dashboard reports a schoolwide performance category for English Learner Progress at 56.5% (red). Actions and strategies to address the need for English Learners are focusing on daily integrated/designated ELD using Benchmark materials. Also providing best first instruction to provide many opportunities for our EL students to practice language across all content areas. Intervention teachers will be utilized for small group instruction to target language needs.

Additionally there is a continuing need to reduce suspension rates with effective alternatives to suspension through counseling and MTSS/PBIS structures. The dashboard reports a schoolwide performance category for suspension at 0.7% (yellow) however students with disabilities fall in the orange. Moving forward, this years focus on MTSS/PBIS we have created schoolwide systems that support positive student behavior. By focusing on positive interventions, suspensions will decrease.

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?

Please refer to greatest need.

## **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.

Johnson Elementary unduplicated pupils include nearly 86% of our student population. Therefore, actions and services detailed in the SPSA and supported through Supplemental Concentration and Title 1 funds may be designed to serve all students, but are principally targeted to increase instructional and intervention support to meet the needs of low income students and English learners. Such services include Johnson's focus on Professional Learning Communities where teachers work collaboratively to analyze student data, plan first best instruction, progress monitoring, and differentiated instruction. Strategic and focused professional development in English Language Development is provided to all teachers. Training for proficiency in the Rigor/Relevance Framework began in 2017-18 that included instructional rounds to support implementation. A variety of formative assessments including DIBELS and CAASPP. Students including Long-Term English Learners, needing intervention are supported through differentiated best first instruction, daily integrated/designated ELD and after school tutoring. Site funds provide for a full-time counselor. Through funds distributed for site-based parent engagement activities, Literacy Nights and Math Nights. Additional Title I allocation may support a Summer Jump Start program to target English Learner/under performing students.

**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.

**Lyndon B. Johnson 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 Mathematics Improve the mathematics performance for all student groups to achieve performance levels of green (high/maintained or higher by 2023).	CAASPP, monthly smart goals	-52.2	-43.5
2	Priority 4: Pupil Achievement	Academic Indicator English Language Arts Improve the ELA performance for all student groups to achieve performance levels of Green (high/maintained ) or higher by 2023	CAASPP, DIBELS	-47.4	-37.8
3	Priority 4: Pupil Achievement	English Learner Progress Indicator Increase the progress of English learners toward fluency in the English language and meeting reclassification criteria. (Achieve or maintain performance level of Green (high/maintained) or higher by 2023	ELPAC, Reclassification; to be reported on CA dashboard Fall 2019	56.5	59.6
4	Priority 3: Parental Involvement	Parent Engagement Increase percent of parents participating in the annual school climate survey	Panorama Survey	less than 1% parents,	increase of 20%

## 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.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	5000
B.1	1	1	Fund guest teachers during the school day for SST teams and/or grade levels to develop intervention plans for students performing below proficiency. These subs will also be used for release time allowing teachers to observe other classrooms and attend conferences and in-services. Additionally to cover the cost of conferences, travel, hotel and cost of the conference.		Supplemental/Concentration	16584
B.2	1	1	Fund guest teachers to release classroom teacher to test EL students 1:1 for monitoring growth during the school year.		Supplemental/Concentration	5000
C.1	2	1	Use of guest teachers to release classroom teachers to plan common core and EL strategies including but not limited to lessons plans, analyzing data, effective strategies, review of student data and interventions, to	X	Title I Supplemental/Concentration	3000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			build strong student academic outcomes in ELA and Math.			
C.2	3	1	Provide Professional development for administration, Instructional Coach or teachers for improving instruction and promoting student growth in reading/language arts, or math, professional learning communities. data analysis and Common Core. This includes fees associated with attending conferences.	X	Title I Supplemental/Concentration	5000 1000
C.3	3	1	Provide on site staff development for teachers. Staff development is standards based and designed to improve instruction.		Title I Supplemental/Concentration	5000 0
C.4	3	1	To provide classroom materials, manipulatives and curriculum needed to improve and enhance instruction.		Title I Supplemental/Concentration	3000 0
C.5	3	1	Instructional Coach provided to increase achievement with a focus on non-proficient and English Learners. The Instructional Coach will provide professional development, coaching, and modeling of highly effective instructional practices and will support the collaborative process of monitoring student progress. (.5 FTE District Title 1, II, III .5 FTE District S/C) Additionally fund a teacher for three months to support testing, assessment, data monitoring. Intervention teacher for ELD support. Intervention teacher to provide ELD support.		Title I Supplemental/Concentration	37108 17000
C.6	1	1	Provide for guest teachers to release classroom teachers, and pay conference fees for improving instruction in reading/language arts, or math, including professional learning communities and data analysis. This will also include attendance to conferences, conference fees and all fees associated this conference.		Title I Supplemental/Concentration	5000 6000
D.1	3	1	EXTRA DUTY for certified teachers and staff who lead intervention programs designed for promoting academic growth in Math and English amongst all learners; this also includes student activities which promote social and education involvement; leading clubs and organizations on campus supporting safer and positive decision making by students.	X	Title I Supplemental/Concentration	8000 9000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
D.2	1	1	Utilize INTERVENTION SPECIALISTS AND TEACHERS to provide during the day and after school ,research-based intervention support to promote student academic growth in English Language Arts, English Language Development for EL, Mathematics, vocabulary development, reading comprehension, with focus on students who are performing below proficiency. Provide one full time kindergarten intervention teacher, paid as a long term substitute.	X	Title I Supplemental/Concentration	35000 32000
D.4	1	1	Provide academic incentives and/or supplemental materials for reading or math to support classroom teachers and students in implementing active student engagement strategies. Provide additional funding for full time counselor. Extra duty for running club, before school program with incentives.	X	Title I Supplemental/Concentration	1000 3700
E.1	4	1	Provide Parent Involvement Activities, Math Night, educational programs for parents includes cost of trainers, materials, and refreshments. Additionally we will be starting a student incentive program offering monthly award assemblies, and Super You store.	X	Title I Supplemental/Concentration	3000 3000
E.2	2	1	Provide oral translators for Back to School Night, SSC, ELAC, Title I parent meeting, conferences, parent committees etc. Employ District translators to do the translation. Pay extra duty for teacher representatives to attend ELAC meetings.		Title I Supplemental/Concentration	3000
G.1	1	1	Purchase licenses or subscriptions or maintenance agreements, and/or staff training for programs such as: AR, Read Naturally, SOKIKOM, WATERFORD, THINKING MAPS DISCOVERY, or ELA,, or any other standards based supplemental materials for reading, writing, or math; also to support EL Learners. Roaring Readers Program and Dream box.	X	Title I Supplemental/Concentration	1000 20000
G.2	2	1	Purchase additional primary language library books for EL students to check out to read at home.		Title I Supplemental/Concentration	1591 0
G.3	4	1	Provide extra hours for Library Tech to process student classroom texts and Library materials so they can be released to students in a timely manner, and extending the opportunity for students to have access		Title I Supplemental/Concentration	1000 0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			to books as well as leading Enrichment Programs after school.			
G.5	1	1	Provide computers to upgrade the student computer lab or classroom computers, including Chrombooks, to promote students' academic growth as measured by federal, state and district assessments. Enables access to quality software that increases student achievement in ELA, math, and English acquisition.	X	Title I Supplemental/Concentration	5000 5000
G.6	1	1	Purchase additional computer hardware, batteries, LCD projectors, LFD's, student computers, chromebooks, listening centers, headphones, timers, or other supplemental materials to improve reading, writing, and math, EL student academic improvement, Library Books, ELMO. Purchase components to support LFD's. Podium's, and tables and other classroom furniture.	X	Title I Supplemental/Concentration	1000 5000
G.7	1	2	School Safety purchase of items such as Walkie Talkies, Signage for Traffic, Traffic Cones, etc. Vest for noon yards. One additional noon yard. Noon yard training in August, 1/2 day.		Title I Supplemental/Concentration	0 2000

## Lyndon B. Johnson 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.

### Lyndon B. Johnson Elementary School: Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	125,284.00	0.00
Title I	122,699.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	125,284.00
Title I	122,699.00