

The Single Plan for Student Achievement 2018 – 2019

School: La Quinta Middle School
CDS Code: 33-67058-6107759
District: Desert Sands Unified School District
Principal: Dan Borgen
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 La Quinta, California, La Quinta Middle school serves a socioeconomically and ethnically diverse population of students in grades 6-8. The school celebrated a large increase in enrollment in the fall of 2017, starting the school year with 562 students, of which 77% are of Hispanic descent, 14% are white, 2.7% are African America, less than 1% Asian, and less than 1% other ethnicity. English Language Learners account for 16.8% of La Quinta Middle School students. The school's unduplicated pupil percentage of 85.1%; 16.8% are English Language Learners, 85.3% are from low-income families eligible for free or reduced-priced meals, less than 1% Foster Youth, and 14.2% are students with Individual Education Plans (IEPs).

During the 2017-18 school year, La Quinta Middle School proudly celebrated its 29th anniversary and second year as Desert Sands Unified School District's only STEM middle school. Additionally, La Quinta Middle School is currently in the midst of a modernization project that will connect its vision of innovative teaching practices and preparing students to be college and career ready with its physical classroom and campus environment. Though much of La Quinta Middle School's programming encourages students to be innovative and critical thinkers, there is also an emphasis placed on designing both classroom and targeted interventions that are prioritized to meet student needs of those whose educational journeys are more challenged by language, academic and/or economic barriers.

The staff at La Quinta Middle School believe that students will acquire the knowledge and skills needed to succeed in high school, college or career, and life. There is a focus on providing students with rigorous, relevant, and standard aligned curriculum as well as developing the students as creative, critical thinkers and communicators. The focus on STEM encourages staff and student's to think outside of memorizing facts and information and instead focus on the importance of the learning. Students are able to explore content through hands-on and highly engaging pedagogical practices and are able to present their learning through a variety of methods. Additionally, La Quinta Middle School brought on a new benchmarking and progress monitoring tool, aimswebPlus, to measure student growth throughout the year and to accurately determine individual and group intervention needs. La Quinta Middle School is focused on preparing students with knowledge and skills for their future.

Our 52 certificated and classified staff are dedicated to meet the high expectations and performance goals as set by our School Site Council and our building leadership (TRAC) team. Professional development for staff continues to focus on; STEM programming and course work, PBL (Project Based Learning), Rigor and Relevance, PBIS (Positive Behavioral Intervention and Supports), data driven decision making, and encompassing MTSS (Multi-Tiered System of Supports) to target the needs of all learners on our campus. Starting for the 2018-19 school year, La Quinta Middle School will join the 2nd cohort of Desert Sands Unified School District's MTSS implementation plan. As identified by the 2017-18 school climate survey, we will continue to develop programs to support the social emotional needs and growth of our students, and seek ways to build more opportunities for parent and community involvement and engagement.

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 6-8 by focusing on professional development, needed materials and supplies, coaching and support for teachers in order to provide best first instruction in Language Arts, Mathematics, and STEM. Some new academic supports for students include the addition of our Reading and Math Connections (small group, preview/reteaching grade level content intervention courses), Math Flex (small group, skills based intervention courses) and more additional co-taught classrooms. LQMS also brought on a new benchmarking tool, aimswebPlus, that we use frequently to measure reading and math skill levels/needs and provide immediate and targeted intervention. Training for proficiency in the Rigor/Relevance Framework began in 2017-18 and administrators and teachers have begun to participate in instructional rounds to support this implementation. Additionally, La Quinta Middle School is committed to increasing both parent and community involvement. This year La Quinta Middle School will host its second annual STEM Showcase that highlights our STEM programs and student work. Additionally, students at La Quinta Middle School participated in their first community sponsored innovation and presentation event, Shark Tank, in partnership with Nestle Waters. Staff committees, PLC groups, have been established to support PBIS, Whole Child Growth, MTSS, and continued STEM implementation and integration.

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 new California Dashboard, the academic achievement, measured by growth from 2016 to 2017 resulted in an all student performance level of orange in English Language Arts and yellow in Mathematics as measured by the distance from level 3/standard met. In English Language Arts, all student scores reflected a change descriptor of "Maintained" showing a +2.7 point growth. In mathematics, all student scores reflected a change descriptor of "Increased" with a +9.8 point gain. La Quinta Middle School also demonstrated stand-out growth for our Students with Disabilities subgroup, resulting in a +17.6 point ("Increased Significantly") growth in English Language Arts and a +27.4 point ("Increased Significantly") growth in mathematics. Additionally, with the support of our School Site Council we purchased a school-wide benchmarking and progress monitoring assessment tool, aimswebPlus, to monitor student growth and respond to student's academic needs. aimswebPlus has allowed us to collect more frequent data that we then collectively analyze in order to make decisions for classroom instruction and for specific intervention needs. Continued professional development to assure full implementation of content standards, training in the Rigor/Relevance Framework, continued movement towards co-teaching and increased use of inclusive practices, and focus on data-driven decision making to guide instructional planning and intervention needs continue to be supported in our 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 Dashboard's Five-by-Five Placement Reports does highlight areas of high need. Though our change for English Language Arts and Mathematics reflected a change descriptor of Maintained and Increased, respectively, our status is still reflective of the low level. As we seek to show continued growth with all students in the areas of English Language Arts and Mathematics and move towards the performance level of green, additional effort will be spent on providing appropriate standard-aligned curriculum, targeted interventions, and assessment/data based decision making and instruction/whole school planning. Additionally, our English Language Learners showed a 4 point decline in English Language Arts, resulting in a performance level of orange. Focus on providing strong literacy-based strategies at the classroom level as well as specific programming and coaching to support our English Language Learners will be necessary to encourage growth in this high needs area. Suspension rates indicate a need area being at a high status and showing a significant increase during the 2016-17 school year. We are using this data to drive our conversations around PBIS and MTSS as we move forward. Additionally, we are continuing to build relationships and develop trust with students in order to be more proactive with student behaviors on campus. Both a PBIS and a Whole-Child committee were established this year to respond to our data and to continue to develop a safe and caring campus environment at LQMS. Our chronic absenteeism rate is also an area of need. We have begun to offer incentives for students who arrive to school daily and on time. We are also working closely with our attendance facilitator to meet and brainstorm with parents in order to provide necessary supports to encourage daily school attendance.

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

La Quinta Middle School strives to ensure equity for all students by closing achievement gap between student groups (subgroups) and all students. There are no student groups reported with performance categories two below the "all." However, our English Language Learners showed a 4 point decline in English Language Arts, resulting in a performance level of orange. Focus on providing strong literacy-based strategies at the classroom level as well as specific programming and coaching to support our English Language Learners will be necessary to encourage growth in this high needs area.

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.

La Quinta Middle School unduplicated pupils include nearly 85.1% of our student 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 student, but are primarily targeted to increase instructional and intervention support to meet the needs of low income students and English Language Learners. Such services include; reading and language development programs, Reading and Math Connections (small group, preview/reteaching grade level content intervention courses), Math Flex (small group, skills based intervention courses), after school tutoring, and co-teaching with support of additional content or educational specialist. 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. LQMS also brought on a new benchmarking tool, aimswebPlus, that we use frequently to measure reading and math skill levels/needs and provide immediate and targeted intervention. 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 administrators and teachers have begun to participate in instructional rounds to support this implementation. A variety of formative assessments including; aimswebPlus benchmarking, district benchmarks, classroom level assessments, and other curriculum based measures provide our staff with data to support decision making both at the classroom level and as a whole school. Additionally, La Quinta Middle School is committed to increasing both parent and community involvement. This year La Quinta Middle School will host its second annual STEM Showcase that highlights our STEM programs and student work. Additionally, students at La Quinta Middle School participated in their first community sponsored innovation and presentation event, Shark Tank, in partnership with Nestle Waters. Additional evening events for parents, including but not limited to Orientations, Back to School Nights, and Title 1 Informational Meetings.

**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.

**La Quinta Middle 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	CAASPP-Points below Level 3	Schoolwide:- 31.4 SWD: -107.1 EL:-62.6 SED: -40.0	Schoolwide: - 24.5 SWD: -87.6 EL: -50.5 SED: -31.7
2	Priority 4: Pupil Achievement	Academic Indicator Mathematics	CAASPP - Points below Level 3	Schoolwide:- 74.0 SWD: -156.2 EL:-101.4 SED: -81.2	Schoolwide:- 61.7 SWD: -130.2 EL:-84.5 SED: -67.7
3	Priority 4: Pupil Achievement	English Learner Progress Indicator	ELPAC/CELDT -	82.8	84
4	Priority 6: School Climate	Suspension Rate Indicator	Suspensions	11.8	8.5

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	1	Students will receive instruction using standards-based State/District adopted core programs.		Title I	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	0
B.1	1	1	Teachers will use IO Education to analyze and monitor student progress.		Title I	0
B.2	1	1	Collect and analyze data to identify and target effective instructional strategies and interventions in language arts, English Language Development, and in mathematics.		Title I	0
B.3	1	1	Continued support for benchmark assessments and other common assessments to monitor achievement throughout the year.		Title I	0
B.4	1	1	Site leadership team will participate in District TRAC process to analyze student data. (Title I, Title II district funded)		Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
C.1	1	1	Instructional Coach (.5 FTE District Title I, II, III funded; .5 LCAP/LCFF funded) provided to increase academic 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 to these instructional staff and will support the collaborative process of monitoring student progress (14% = Project Facilitator)	X	Title I Supplemental/Concentration	13,364 5,070
C.2	3	1	Provide professional conferences, site memberships, and professional books for site staff development in instructional strategy support to enhance achievement for students below proficiency in core subject areas.	X	Title I Supplemental/Concentration	0
C.3	1	1	Release time with guest teachers and prep coverage so coaches/content experts can provide instructional assistance and support to teachers of reading/language arts/math/ and STEM in accordance with TRAC goals, grade level focuses related to assessment of student work to plan re-teaching and intervention.		Title I Supplemental/Concentration	2,000 2,000
C.4	3	1	Provide professional development opportunities (ie. Math Conference, STEM, etc.) including release time for teachers (subs), administrators, and support personnel to support campus safety, academic instruction and content delivery to increase academic achievement.	X	Title I Supplemental/Concentration	15,000 0
C.6	3	1	Provide staff training to support ELPAC assessment for English language learners.			
C.7	3	1	All core classroom teachers are appropriately assigned and fully credentialed.			
C.8	3	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)			
C.9	3	1	Participate in district professional development opportunities to enhance teaching/learning (Title I,			

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			Title II district funded).			
D.1	4	1	Purchase computer equipment, printers, document cameras, software, headphones, calculators, computer peripherals, amplification system, and repairs for all students in core classes so that students will have access to supplemental programs and internet resources to achieve proficiency.	X	Title I Supplemental/Concentration	7,000 1,000
D.2	4	1	Purchase technology (i.e. Chromebooks, tablets, carts, etc.) to support implementation/assessment of CCSS to increase student achievement.		Title I Supplemental/Concentration	10,000 0
D.4	1	1	Staff extra duty, release time, and supplies for direct services to students and entry fees for activities (i.e., Math Field Day, Battle of the Books, Science Fair, extended library time, etc.) to support non-proficient students and CCSS implementation.		Title I Supplemental/Concentration	2,000 0
D.7	1	1	Purchase supplementary ELA and Math intervention curriculum and supplies for Intensive/Tier II intervention for non-proficient students.	X	Title I Supplemental/Concentration	6,200
D.9	4	3	Materials, supplies, programs (i.e. anti-bullying) and conferences to support the school counseling program. Materials to focus on anger-management, drug prevention, anti-bullying, decision making, violence and grief counseling to increase student achievement.		Supplemental/Concentration	500
D.10	1	1	Purchase additional library books and instructional materials.		Title I	3,000
D.11	1	3	Purchase supplementary materials and award incentives to support and encourage academic achievement, attendance, safety (i.e. lanyards, uniforms), to meet student proficiency goals.		Title I	1,204
D.12	3	1	Support and refine the STEM methodologies and curriculum through training, coaching, instructional assistance, educational field trips, and other STEM sponsored materials/strategies to ensure all participating students meet or exceed the California State Standards.	X	Title I Supplemental/Concentration	3,000 5,000
D.13	2	1	Provide Intervention Specialist and researched-based intervention strategies and materials to work with	X	Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			small groups of students performing below proficiency in reading and math.		Supplemental/Concentration	14,000
D.16	4	1	Provide researched-based supplemental materials, hardware, software, books, and supplies for classrooms to support students in meeting California state standards in ELA, Math, and Science (STEM).	X	Title I Supplemental/Concentration	13,000 10,000
D.17	1	1	Use the District TRAC process to assess student progress, determine school goals, and appropriate action plans to increase student achievement (Title I, Title II district-funded).			
D.20	1	1	Provide extra duty in lieu of prep for teachers to use researched-based strategies and materials while working with smaller groups of students in reading, writing, math, and STEM.	X	Title I Supplemental/Concentration	12,796 22,000
D.21	1	1	Provide release time (subs) and transportation costs for teachers to accompany students and students to experience real-world application of learning (CCSS, ie. field trips, camps, etc.)	X		
D.22	5	2	Instructional support materials will be purchased to provide equal access for all students enrolled in our PE, Music, Art, and Elective classes.	X	Supplemental/Concentration	6,000
E.2	2	1	Extra duty to provide oral translation for SSC, written communication, forms etc.		Title I	800
E.3	4	1	Provide hospitality (light refreshments, etc.) for parent meetings (i.e.,SSC, ELAC, etc.).		Supplemental/Concentration	500
E.5	4	3	Provide community outreach to parents and incoming students (i.e. Health Fair, Fitness Run, educational events, etc.) to support student learning and community involvement.		Title I Supplemental/Concentration	1,000 400
E.6	4	3	Provide parent education workshops/seminars to foster parent involvement.		Title I	2,000
G.1	5	2	Purchase student/teacher planners to promote school-wide study skills and organization.		Title I	2,000
G.2	1	1	Subscription to Brain Pop, Hot Math, KUTA Math, iReady, Accelerated Reader, and other web-based programs/lessons using audio and visual clips and resources to enhance instruction in all curricular areas.	X	Title I Supplemental/Concentration	0 2,000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
G.3	2	3	Provide clerical team extra duty to provide services for English Learners including progress records (purple folders), parent support and communications (translating, meetings, etc.)		Title I	1,000
G.4	2	1	Provide supplementary instructional materials for long-term English Learners to increase student achievement in ELD, math, and ELA (i.e. supplemental classroom/library resources, computer software/hardware, computer batteries, reading and math intervention programs, supplemental classroom sets of textbooks, etc.).	X		
G.5	2	3	Provide an Office Technician/Bilingual to provide information and assistance to LEP and non-English speaking parents (parent involvement, contacting parents, etc.). Translate a variety of written documents (i.e. letters, notices, fliers, etc.) for the purpose of communicating information to parents. Interprets for EL speaking students and parents for a variety of conferences and meetings with school personnel for the purpose of communicating information and providing assistance as required. Provide support in monitoring student progress and school success. Participates in ELPAC training and testing. (.2345 FTE site Title I funded, .2345 FTE site Supplemental/Concentration funded).	X	Title I Supplemental/Concentration	23,000 8,000
G.6	1	1	Provide supplementary material (i.e. graphic services) to support student achievement.	X	Title I	2,000

La Quinta Middle 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.

La Quinta Middle School: Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	76,470.00	0.00
Title I	120,364.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	76,470.00