

The Single Plan for Student Achievement 2018 – 2019

School: Ronald Reagan Elementary
CDS Code: 33-67058-0110791
District: Desert Sands Unified School District
Principal: Mark Baldwin
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 .

Table of Contents

NEEDS ASSESSMENT - REVIEW OF PERFORMANCE	2
2018-19 Strategies to Improve the Academic Achievement of Students.....	6
Ronald Reagan Elementary District Support 2018-19	12
Ronald Reagan Elementary: Funding Summary	13

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

Welcome to Ronald Reagan Elementary School, home of the "Regal Eagles." Our school was dedicated October 11, 2006. We are located in the northeastern region of Palm Desert and serve students in grades transitional kindergarten through five following a traditional calendar. Reagan Elementary has quickly grown. At the beginning of the 2017-18 school year, approximately 900 students were enrolled, including 9.6% in special education, 25.3% qualifying for English Language Learner support, and 51% qualifying for free or reduced price lunch. The ethnic mix of the school is approximately, 61% Hispanic, 30% White, and the remaining 9% for the remaining groups, primarily Multiracial, Asian, and African-American. Beginning in 2018-2019 Reagan will be a Title I targeted assistance school.

In 2010, the school received recognition as a California Distinguished School. While in 2009, 2012, and again in 2014 we were named a California Business for Education Excellence (CBEE) Honor Roll School. In 2016, the school was awarded the California Gold Ribbon School Seal, a California Model Physical Activity and Nutrition (PAN) School, as well as a Title 1 Achieving School. This year we received the California Civic Learning Award, as a School of Merit. With a motto of "learning today, leading tomorrow," Reagan Elementary embraces all of our students, supporting them in a nurturing and caring environment. Students are challenged daily to meet the rigorous California State Standards as they create their own brilliant futures. The entire learning community of Reagan Elementary recognizes each child's potential and contribution to our whole. Students attending Reagan are taught by a dynamic and experienced team of caring professionals, utilizing 21st century tools, including Chromebook computer sets for Grades 2 through 5, and students in grades K-1 have tablets class sets. Our parents/guardians, volunteers, and community partners help provide support and interaction with our learners daily. Their regular involvement contributes to a wonderful joint venture between home, school and community, benefiting all the children at Reagan Elementary.

In addition to our regular rigorous academic program, students at Reagan benefit from a wide variety of extracurricular experiences and community partnerships that routinely enhance the quality, breadth, and depth of each child's educational experience. Partnerships with the community include: La Quinta Arts Foundation (4th and 5th grade fine art enrichment), Tools for Tomorrow - A Program in the Arts, Mini-Muster with PD Fire Department and Palm Desert Historical Society, McCallum Theatre Institute for Aesthetic Education, Red Dragon Studios - Anti-bullying and self-defense education, and Rotary International - EarlyAct Club (Student Government). Students also receive both "Positive Action" and "Character Counts" citizenship curriculum. We also enjoy community support from Smile Factory, Animal Samaritans, Kiwanis International, and our local Chamber and City governments.

Our collective and total commitment to all of our children makes Ronald Reagan Elementary School an excellent community of learners, achieving together.

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 TK-5 in efforts to increase reading, writing, and math, and maintain a high level of achievement for all students. Strengthening the focus on Socio Economically Disadvantaged students will result in a lessening of our achievement gap for those students.

Professional development will be expanded to include more opportunities for professional growth in instructional technology integration. We will continue work with the McCallum and other service providers to improve teaching and learning. Training to deepen the understanding of curricular frameworks, especially in the incorporation of the Rigor, Relevance, and relationship matrices will continue. Another focus will continue to be the selection of appropriate instructional strategies for differentiating instruction for high-needs students including English learners. This differentiation will be provided through our acceleration program daily. Another significant change from our prior year SPSA is a focus on providing an increase of extended day learning opportunities for more students and for a longer period of time. Further, we have increased opportunities for parents to engage in their students' learning through the Loving Solutions 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

In analyzing the data related to state and local performance indicators, the greatest progress at Ronald Reagan Elementary is in our decrease in suspension rate. In 2015 it was 3.6% schoolwide. It dropped to 1.7% in 2016. Implementing MTSS and Restorative Justice practices schoolwide have greatly helped in our efforts. Schoolwide CAASPP performance in ELA is 10.7 points above the minimum score for proficiency (Level 3). In Math, we are less than 10 points from that same goal. Focusing on best first instruction for all students is a top priority. Fostering positive relationships in a rigorous and relevant learning environment that engages all students will be instrumental in continuous improvement.

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

In analyzing the data related to state and local performance indicators, the greatest need schoolwide at Ronald Reagan Elementary is to continue to drive down our suspension rate, which was 1.7% in 2017, a 0.1% increase from 2016. Continuing to promote Restorative Justice practices schoolwide and providing additional behavioral and therapeutic supports for those students most in need will continue to reduce our suspension rate. Our school will be part of the MTSS cohort 2 beginning in 2018-2019 and we will continue to build on our restorative justice and Socio-Emotional Learning programs.

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

In both the ELA and Math CAASPP, the progress of our English Learners (25% of our population), Socioeconomically Disadvantaged Students (51% of our population) is concerning. In ELA, both sub groups are more than 25 points from the minimum score for level 3, and math they are 35 or more points away from level 3. We have increased the amount of time daily for designated ELD instruction at all grade levels, and are being both more strategic and more deliberate in providing integrated ELD scaffolds and supports throughout the instructional day. Finally, our Students with Disabilities are lagging far behind their non-disabled peers, with more than 80 points to level 3 in both CAASPP ELA and math. We have redesigned our service model for resource and Special Day students and are providing additional "Push-In" support in most grade levels. Intervention takes place during our "Acceleration" period of the day which provides differentiated instruction and support for all students at each level. Additional supports are provided in after school tutoring.

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.

Next year, all English Learners and Socioeconomically Disadvantaged students will be offered before or after school intervention on an expanded basis. We will offer 2-3 times the number of sessions in the 2018-2019 school year. Teachers will continue to receive professional development in best first instructional practices, especially as related to English Learners. Additional parenting (Loving Solutions) will also be provided near our families homes (SHHS). There will be an increase in the use of supportive applications such as "Dreambox" to improve Mathematical Concepts and Procedures, and "English in a Flash" to build English Learner vocabulary fluency so they are better able to understand a variety of texts. Students will be provided differentiated instruction daily based upon performance data, including: DIBELS, Interim Assessments, formative assessments, and daily work.

**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.

**Ronald Reagan Elementary
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	<p>Academic Indicator English Language Arts Academic Indicator Performance Goal for ELA for Socioeconomically Disadvantaged Students</p> <p>Status: In 2017, the Socioeconomically Disadvantaged Students average Distance from Level 3 score of students in grades 3rd – 5th was -27.2 points representing a 6 points decline from 2016 to 2017.</p> <p>Our performance category is Orange.</p> <p>Goal: To achieve a performance category of Yellow, our “Change” from 2017 to 2018 will increase by at least 7.3 points.</p>	CAASPP ELA	-27.3 points from level 3	-20 points from level 3
2	Priority 4: Pupil Achievement	<p>Academic Indicator Mathematics Academic Indicator Performance Goal for Math for Socioeconomically Disadvantaged Students</p> <p>Status: In 2017, the Socioeconomically Disadvantaged Students average Distance From Level 3 score of students in grades 3rd – 5th was -35.0 points representing a 3.8 points increase from 2016 to 2017.</p>	CAASPP Mathematics	-35.2 points from level 3	-25 points from level 3

		<p>Our performance category is Yellow.</p> <p>Goal: To achieve a performance category of Green, our “Change” from 2017 to 2018 will increase by at least 10.2 points.</p>			
3	Priority 6: School Climate	<p>Suspension Rate Indicator</p> <p>Status: In 2016, the Schoolwide suspension rate 1.7% representing a 0.7 % increase from 2014 to 2016.</p> <p>Our performance category is Orange.</p> <p>Goal: To achieve a performance category of Yellow, our “Change” from 2016 to 2017 will decrease by at least 0.3 %.</p>	CA Dashboard Suspension Rate	1.7%	1.6%
4	Priority 5: Pupil Engagement	<p>Chronic Absence Rate</p> <p>Status: In 2016-2017 the Schoolwide Chronic Absenteeism rate for all students was 8.6%.</p> <p>Goal: We will decrease the Chronic Absenteeism rate by 0.2%. From 8.6% to 8.4%</p>	CA Dashboard Chronic Absenteeism Rate	8.65	8.4%

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.		Supplemental/Concentration	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.		Supplemental/Concentration	0
B.1	1	1	EADMS/IO will be used by staff to analyze and monitor student progress and grade level common assessment.		Supplemental/Concentration	0
B.2	1	1	Continued support of DSUSD benchmark assessments and culminating tasks to monitor achievement throughout the year.		Supplemental/Concentration	0
B.3	1	1	Provide extra duty hours to TRAC team for collaboration with the principal, coaches, to support first best instruction including supplemental analysis of student performance data.		Supplemental/Concentration	3,500
B.4	1	1	Provide extra duty time and guest teachers to allow staff to participate in SST meetings and reclassification meetings.	X	Supplemental/Concentration	4,000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
B.5	1	1	Provide extra duty time 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, provide clerical support for monitoring and maintenance of EL student records (digital and CUM), provide additional (on demand) oral translation services.	X	Supplemental/Concentration	4,600
B.6	1	1	Collaborative teams will meet by grade level or program level around curriculum-embedded assessment data, issue of data review, instructional planning, and cognitive lesson planning using a variety of protocols.		Supplemental/Concentration	0
B.7	1	1	Site leadership team will participate in District TRAC process to analyze student data. (district funded Title I, II, III)		Supplemental/Concentration	0
B.8	1	1	Provide extra duty and guest teachers for TRAC and EL Leadership teams to analyze EL data, collaboration on EL Program, an PLC process with focus on EL subgroup..		Title I	1,476
C.1	1	1	All core classroom teachers are appropriately assigned and fully credentialed.		Supplemental/Concentration	0
C.2	1	1	Provide intensive staff development for teams of teachers in programs such as Trainer of Trainers for Thinking Maps, and staff development school wide in that program as well as other best instructional practices.		Supplemental/Concentration	5,700
C.3	1	1	Provide professional development opportunities, including inservices, workshops and conferences (Registration, meals, travel, lodging, guest teachers) to support ELD instruction and content delivery for EL students, including CABE.	X	Supplemental/Concentration	7,000
C.4	1	1	Provide guest teachers for teacher release time to collaboratively plan instruction, analyze data, observe lessons of colleagues, demonstrate model lessons for colleagues, and demonstrate technology integration for colleagues.		Supplemental/Concentration	23,000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
C.5	1	1	Participation in TRAC meetings and district professional development to support effective collaboration, data analysis, use of protocols, setting SMART goals, effective instructional strategies, etc. to increase student achievement. (District Title I, II funded)		Supplemental/Concentration	0
C.6	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 RCOE consultants. (District Title III funds)		Supplemental/Concentration	0
C.7	1	1	TRAC Team will be involved with district provided TRAC strategies.		Supplemental/Concentration	0
C.8	1	1	Staff will attend District approved conferences and workshops in order to improve the academic performance of targeted students to improve instruction and learning, including registration, travel, guest teacher, etc.	X	Title I Supplemental/Concentration	9,500
C.9	1	1	Collaborative teams will meet regularly by grade level or program level around curriculum-embedded assessment data, issues of student engagement, review data, instructional planning, and lesson delivery. Teams will also have one release day in spring to collectively analyze the year's data and plan for fall implementation.	X	Supplemental/Concentration	6,100
C.10	1	3	A part-time specialist will teach (0.2 FTE) social playground skills and gross motor mechanics to Kindergarten students each week.		Supplemental/Concentration	3,300
C.11	1	1	Increase the amount of library support provided by our library media technician to better meet the needs of our expanded staff and student body in support of improving reading schoolwide.		Supplemental/Concentration	4,640
C.12	3	1	Additional Bilingual Clerk hours to provide community outreach in Spanish to parents of at risk students in need of academic, social and behavioral support. This will include parent education and teacher/SST oral translation, as well as, scoring and assessment,		Title I	28,104

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			student placement, and help with parent outreach to increase parent participation.			
D.1	1	1	Quality, researched based supplemental materials, including (but not limited those specifically for English learners) will be purchased to enhance standards based curriculum (Examples might include: English in a Flash, Scholastic, SRA, AR license, Front Row, Dreambox, leveled readers, etc.)	X	Title I Supplemental/Concentration	7,528 6,240
D.2	3	1	Provide additional classified support to monitor and improve attendance and support SARB process and SART team to promote student learning for targeted students.		Supplemental/Concentration	1,600
D.3	1	1	Provide tutoring for At Risk and EL students that are not proficient in ELA and/or mathematics using researched based supplemental programs to provide the intervention.	X	Title I	24,000
D.4	1	1	Provide funding for duplication of research-based instructional materials that supplement ELA and mathematics.	X	Supplemental/Concentration	6,441
D.5	1	1	GATE students will be offered a differentiated curriculum in GATE cluster classes.		Supplemental/Concentration	0
D.6	1	1	Student study team to meet and determine appropriate interventions for students with academic and behavioral needs. Guest teachers to cover for team members.		Supplemental/Concentration	2000
D.7	1	1	Provide guest teacher support of Kindergarten opening of school for all Kindergarten classrooms, and to assist with assessment.		Supplemental/Concentration	11,000
E.1	1		SSC and ELAC meetings will be scheduled and agendas will be sent home to all parents with translations. Childcare will also be provided.		Supplemental/Concentration	0
E.2	1	1	PTO and School Site Council meetings will include updates on testing, curriculum implementation. Parent involvement Nights to train parents to help students in Reading, Math and Science.		Supplemental/Concentration	0
E.3	1	1	A translator will be provided at all parent meetings in order to better communicate with our non English speaking parents and children. Written translation will		Supplemental/Concentration	250

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			be provided at all parent meetings and conferences for better communication.			
E.4	1	1	Parents on SSC will review and advise on safety plan, dress code, discipline policy, home-school compact, and parent involvement opportunities.		Supplemental/Concentration	0
E.5	3	1	Provide service/clerical support (translation, parent workshops, literacy nights, child care, etc.) to support parent involvement, especially for EL families.		Supplemental/Concentration	600
E.6	3	3	Provide 2 sections of Loving Solutions parenting program to improve parenting skills and parental engagement for targeted students.		Title I	2,750
F.1	3	4	Provide K-5 social/character development programs such as Positive Action for students to develop appropriate school behaviors that enhance academic achievement and resiliency.		Supplemental/Concentration	2,000
G.1	4	1	Provide tablets, Chromebooks, LCDs, LFDs, computer related equipment, and technology services to support core instruction such as Think Central as well as intervention programs including but not limited to Accelerated Reader, Discovery Streaming, Dreambox, Newsela, Front Row - which will allow all students access to technology that maximizes learning opportunities designed to help all students reach proficiency in ELA and Math.	X	Supplemental/Concentration	26,522
G.2	1	1	Special Day Class (SDC) students will be mainstreamed into regular education classes, while maintaining appropriate levels of service to meet their IEP needs/goals.		Supplemental/Concentration	0
G.3	3	3	Contract with Jewish family services to provide therapeutic counseling to highly selected students to improve prosocial and coping behaviors and foster improved academic focus and attention.		Supplemental/Concentration	13,260
G.4	1	1	Provide funding to add and replace quality books to the school library including accelerated reader books, software and materials needed to fully implement accelerated reader.	X	Supplemental/Concentration	1000
G.5	1	1	Staff and students will participate in Aesthetic Education Program to improve instruction and learning		Supplemental/Concentration	14,000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			in analysis and critique using multiple performing and fine arts study text supporting high levels of rigor, relevance and student engagement.			
G.6	1	1	Certificated employees will be trained to hand score the ELPAC test. Substitute teachers will be available for certificated personnel to hand score the ELPAC test, using the results to determine appropriate placement and interventions for ELs.		Supplemental/Concentration	0
G.7	3	3	Provide materials and training to enhance the safety and security of the school. (For example, LockBlok, visitor monitoring systems, campus and room access controls, walkie talkies)	X	Supplemental/Concentration	2,657

Ronald Reagan Elementary 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.

Ronald Reagan Elementary: Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	149,410.00	0.00
Title I	73,358.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	149,410.00
Title I	73,358.00