

# The Single Plan for Student Achievement 2018 – 2019

**School:** Theodore Roosevelt Elementary School

**CDS Code:** 33-67058-6032007

**District:** Desert Sands Unified School District

**Principal:** Daniel Martinez

**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:** Daniel Martinez

**Position:** Principal

**Phone Number:** 760-775-3860

**Address:** 83-200 Dr. Carreon Blvd.  
Indio, CA 92201

**E-mail Address:** [daniel.martinez@desertsands.us](mailto:daniel.martinez@desertsands.us)

**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.....	5
Theodore Roosevelt Elementary School District Support 2018-19 .....	12
Theodore Roosevelt Elementary School: Funding Summary .....	13

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

Located in Indio, Roosevelt Elementary serves the socioeconomically and ethnically diverse populations in grades transitional kindergarten to fifth. The school's fall 2017 student enrollment was 572, of which 90.7% are of Hispanic descent, 2.2% are White, 0.9% are African American, 0.7% Asian, and 0.3% other ethnicity. Spanish is the home language of 96% of the school's 372 English learners. The school's unduplicated pupil percentage of 97.7%; 65% are English Language Learners, 96.7% are from low-income families eligible for free or reduced-priced meals, less than 1.4% Foster Youth, and 15% are students with Individual Education Plans (IEPs). During the 2017-18 school year, the school proudly celebrated its 48th anniversary. Newly adopted English language arts and mathematics programs are prioritized to meet student needs of those whose educational journeys are more challenged by language and/or economic barriers. Supporting our site is a district adopted multi-tiered system of supports and a large parent group from the community, dedicated to meet the high expectations and performance goals set by our certificated and classified staff. Professional Development continues to focus on English Language Development, Professional Learning communities, and writing. We are a part of the First cohort of MTSS implementation. Identified through the 2017-18 school climate survey, Panorama Education will provide data allowing our staff to take immediate action in areas of concern. This will further support our schoolwide safety measures and positively impact our academic progress.

**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 transitional kindergarten to fifth grade in efforts to increase English Language Arts, Writing, and Math to maintain a high level of rigor, relevance, and learner engagement. Strengthening the focus on English language development will result in a stronger foundation needed for literacy and numeracy skills. Professional development will be expanded to include AVID and its ancillary components. We will continue work with DSUSD personnel to improve student organization methods in preparation for secondary schools. Training to the framework, and in the selection of appropriate instructional strategies for differentiating instruction for high-needs students including English learners, will be provided using Response to Intervention and create a network of support alongside dedicated support staff. Another significant change from our prior year SPSA is a focus on writing through district provided professional development and collaboration. Further, we have increased opportunities for parents to engage in their students' learning through advisory councils, Common Core parent nights, volunteers, parenting classes, creation of a garden, and safety meetings to address their concerns.

## 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 students performance category of orange in English Language Arts and yellow in Mathematics as measured by the distance from level 3-standard met. In both ELA and mathematics, all student groups had increases towards meeting or exceeding the entry score for Level 3, Standard Met. Professional development to assure full implementation of content standards and training in the Rigor/Relevance Framework for staff 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: All Students and the Socioeconomically Disadvantaged. No student groups have a mathematics performance category at either Orange or Red and all achieved a Yellow performance category. Actions and strategies supporting state priorities in ELA and Mathematics will result from district TRAC, ICLE, MTSS, and PLC Professional Development, intervention, and the support of two instructional coaches and four certificated support staff.

There is also a continuing need to reduce suspension rates with effective alternatives to suspension through counseling and multi-tiered systems of support. The Dashboard reports a schoolwide performance category for suspension at 1.4%, with student groups Socioeconomically Disadvantaged and Hispanic at Orange. Moving forward, Tier 2 levels of support will begin in 2018-19. We will continue to decrease the suspension rate with MTSS, Tier 3 district counselor, school site counselor, and referrals to internal/external specialists .

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

Theodore Roosevelt Elementary school strives to ensure equity for all students by closing achievement gaps between student groups and the all students. The student group Students with Disabilities is reported in two areas of the California Dashboard with performance categories below the “all.” To address the ELA performance gap, a greater focus on the Specialized Academic Instruction and Response to Intervention model will be adjusted to mainstream SWDs and create small group instruction to increase rigor and meet literacy demands.

## 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.

Theodore Roosevelt Elementary school unduplicated pupils include nearly 97.7% of our student population. Therefore, actions and services 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 needs low income students and English learners. Such services include Response to Intervention, TRAC site/district collaboration, State and Federal Programs site visitations, Educational Services trainings, and Professional Learning Communities to address rigor, relevance, and learner engagement. 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 2016-17 and teachers, a project teacher, and instructional coach participated in instructional rounds to support this implementation. A variety of formative assessments including site/district assessments, DIBELS are used. Students, including Long-Term English Learners, needing intervention are supported through RTI, ASF Tutoring, program monitoring, and Jumpstart programs. Site funds provide for a full-time project teacher, four certificated support staff, and a counselor. Through funds distributed for site-based parent engagement activities, CCSS ELA Nights, CCSS Math Nights and six weeks of Parenting Nights were offered in Spanish and English during the day and/or in evenings. Additional parent engagement programs included CAFE, School Wide Safety, Safe Routes to School with a targeted audience of English Language Learner parents.

**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.

**Theodore Roosevelt Elementary School  
Single Plan for Student Achievement  
2018-19 School Goals**

Goal	State Priorities Addressed	Performance Indicator Addressed	Measure/Metric	Base	Target

## 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		Students will receive instruction using standards-based State/District adopted core programs.		Title I	0
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	0
B.1	1		Teachers will use IO Education to analyze and monitor student progress and grade level assessments.		Title I	0
B.2	1		Provide extra duty time for staff to monitor EL Students progress, evaluate students for reclassification, parent contacts, and coordination of meetings.		Title I	0
B.3	1		Provide extra duty time for staff to analyze data and collaborate for curriculum design and delivery.	X	Title I Supplemental/Concentration	5000 0
B.4	1		Provide release time for certificated teachers to assess students in RLA, ELD, and math.	X	Title I Supplemental/Concentration	3000 0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
B.5	1		Provide funding for guest teachers to monitor standardized testing.	X	Title I Supplemental/Concentration	0 0
B.6	1		Provide extra duty time for certificated staff to oversee academic monitoring of English learners.		Title I Supplemental/Concentration	0 4,000
B.7	1		Release time for teachers to participate in TRAC meetings and collaborative data analysis to support effective instructional strategies, use of protocols, setting SMART goals, etc. to increase student achievement.	X	Title I Supplemental/Concentration	5,000 10,000
B.8	1		Provide release time for certificated staff to receive ELPAC calibration training.		Title I Supplemental/Concentration	0 0
B.9	3		Certificated staff will conference with parents regarding academic progress.		Title I Supplemental/Concentration	0 0
B.10	1		Collect and analyze data to identify and target effective instructional strategies and interventions in language arts, English language development, and mathematics subject areas.		Title I	0
B.11	1		Site leadership team will participate in District TRAC process to analyze student data.		Title I Supplemental/Concentration	0 0
C.1	1		Collaborative teams will meet by grade level or specific programs to analyze assessment data instructional planning, and lesson delivery.		Title I Supplemental/Concentration	0 0
C.2	1		Instructional staff will receive additional support from the Ed Services division to enhance academic success through systematic professional development opportunities (such as Instructional Rounds), support from district facilitators, and through participation in the TRAC process. (District Title I & II funded)		Title I Supplemental/Concentration	0 0
C.3	1		Instructional Coach to provide instructional assistance (model lessons) including full implementation of the core instructional programs and monitoring of ELA, math, and writing; overseeing the collection, analysis and use of data to improve teaching and learning;	X	Title I Supplemental/Concentration	77,000 15,000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			facilitating PLC meetings; effective instructional strategies, classroom management; and supporting individuals and teams with cognitive planning of ELA, ELD and mathematics instruction.			
C.4	1		Instructional Coach to provide instructional assistance (model lessons) in SDAIE techniques including full implementation of the ELD instructional programs and monitoring of English Language Development and writing; overseeing the collection, analysis and use of data to improve teaching and learning of ELs	X	Title I	0
C.5	1		Instructional Coach provided to increase academic achievement with a focus on at risk students and English learners. Instructional Coach will provide ongoing professional development, coaching & modeling of highly effective instructional practices to the instructional staff and will support the collaborative process of monitoring student progress. (district funded)	X	Title I Supplemental/Concentration	0 0
C.6	1		Release time for visitations by staff to observe exemplary classrooms with similar demographics with the intent of learning what programs and instructional strategies they have implemented to make significant growth in student achievement and duplicate these as feasible.		Title I Supplemental/Concentration	0 0
C.7	1		Certificated teacher to provide instructional assistance (model lessons) in SDAIE techniques including full implementation of the ELD instructional programs and monitoring of English Language Development and writing; overseeing the collection, analysis and use of data to improve teaching and learning of ELs.	X	Title I Supplemental/Concentration	0 0
C.8	1		Certificated teacher to provide instructional assistance (model lessons) including full implementation of the core instructional programs and monitoring of RLA, math, and writing; overseeing the collection, analysis and use of data to improve teaching and learning; facilitating PLC meetings; effective instructional strategies, classroom management; and supporting individuals and teams with cognitive planning of RLA, ELD, and mathematics instruction.	X	Title I Supplemental/Concentration	9000 0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
C.9	1		Provide extra duty time for leadership to monitor collaboration and implementation of instructional strategies to improve student achievement.		Title I	0
C.10	1		Providing funding for professional development for staff to increase student achievement (i.e. Thinking Maps, Common Core, Cue Conference, Google Apps for Education, etc.).	X	Title I Supplemental/Concentration	20,000 1,000
C.11	1		Provide support for common-grade level instructional blocks of learning time and opportunities for grade level curriculum planning.		Title I	0
C.12	1		All core classroom teachers are appropriately assigned and fully credentialed.		Title I	0
D.1	1		Certificated specialists facilitate the Response to Intervention (RTI) team for grades 1-5	X	Title I Supplemental/Concentration	0 0
D.2	1		Provide supplemental instructional materials that allow teachers to effectively differentiate instruction and support intervention programs in language arts and math (Waterford, Intervention Materials, Reading Intervention Program, Math intervention, Thinking Maps, Scholastic News, etc.)	X	Title I Supplemental/Concentration	18,967 17,000
D.3	1		Continue to implement a Master schedule designed to target the instructional needs of all students.		Title I Supplemental/Concentration	0 0
D.4	4		Provide technology tools to support student achievement. ( i.e. chromebooks, tablets, batteries, printers, ELMO, LCD Projectors, etc.).	X	Title I Supplemental/Concentration	15,000 12,150
D.5	1		Provide funding for duplication of research-based instructional materials that supplement ELA and mathematics.	X	Title I Supplemental/Concentration	3,000 0
D.6	1		Provide funding for duplication of research-based material to support our English language learners.	X	Title I Supplemental/Concentration	0 0
D.7	1		Provide after school tutoring for at risk students that are not proficient in ELA and mathematics using researched based supplemental programs to provide the intervention.	X	Title I Supplemental/Concentration	0 0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
D.8	1		Provide after school tutoring for EL students that are not proficient in ELA and mathematics using researched based supplemental programs to provide the intervention.	X	Title I Supplemental/Concentration	0 0
D.9	1		EL Coach to provide instructional assistance in ELD and core content areas, provide model lessons and training in effective implementation of Language Central lesson design; model and facilitate ELD lesson planning and support ELD instruction in classroom (district funded).		Title I Supplemental/Concentration	0 0
D.10	1		Certificated teacher to provide instructional assistance in RLA and core content areas, provide model lessons and training in curriculum delivery and design; collaborate with grade levels to analyze achievement data; working with at-risk students.		Title I Supplemental/Concentration	0 0
D.11	1		Certificated teacher to provide assistance in ELD-- model lessons, co-planning and co-teaching, and small group instruction.		Title I Supplemental/Concentration	0 0
D.12	1		Certificated specialists to provide reading intervention for students at risk.		Title I Supplemental/Concentration	0 55,000
D.13	1		Bilingual Para-educator to support English Learners in the classroom during ELD and other content areas as well as assist with academic monitoring of English learners.		Title I Supplemental/Concentration	0 66,900
D.14	1		Bilingual Para Educator will provide structured academic settings to reinforce key foundational skills.		Title I Supplemental/Concentration	0 0
D.15	1		Provide research-based instructional materials and supplies to help all students meet or exceed standards in Language Arts, Mathematics and Science. (Dreambox, Accelerated Reader, Brain Pop, Discovery Education, etc.).		Title I Supplemental/Concentration	3,400 0
E.1	3		Provide a full time bilingual counselor to support and coordinate home-school communications, home visits, SST'S, small group and individual counseling with students and parents, and through parent workshops		Title I Supplemental/Concentration	0 0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			(.5 District Lottery, .5 District Prep Allocation)			
E.2	3		Provide materials for parent meetings designed to strengthen the connection between home and school.	X	Title I Supplemental/Concentration	0 500
E.3	3		Classified and certificated personnel to support parent involvement for parents of English learners, home-school connections, and provide for parental access to educational structures (oral translation, extra duty, parent meetings).	X	Title I Supplemental/Concentration	3,000 6,000
E.4	3		Provide parent and staff of ELs access to educational structures and conferences (i.e. CABE).	X	Title I Supplemental/Concentration	0 3,500
E.5	3		Provide educational programs for parents of English learners: Loving Solutions and Parenting for SUCCESS.	X	Supplemental/Concentration	4,500
E.6	1		School webpage to provide ongoing communication to families and the community.	X	Title I Supplemental/Concentration	0 0
E.7	4		Provide parent and staff access to educational structures and professional development conferences (California Mathematics Council Workshop, Parent Nights, etc.)	X	Title I Supplemental/Concentration	0 0
E.8	3		Provide extra duty for child care and snacks during SSC, Parent Night meetings, etc.	X	Title I Supplemental/Concentration	500 0
G.1	2		Provide K-5 social/character development programs (Positive Action, Red Ribbon Week).	X	Title I Supplemental/Concentration	0 0
G.2	1		Provide funding for proper maintenance, repair of equipment, supplies, etc.	X	Title I Supplemental/Concentration	1000
G.3	1		Provide research based supplemental instructional materials in software, books, and supplies for classrooms to support ELs, at-risk, or below grade level students.	X	Title I Supplemental/Concentration	0 0
G.4	1		Provide educational opportunities outside of the classroom which are standards aligned to increase achievement in Language Arts, Mathematics, Science	X	Title I Supplemental/Concentration	0 0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			and Social Studies (fees, transportation)			
G.5	1		Provide recognition incentives for students demonstrating growth academically		Title I Supplemental/Concentration	1,000 0
G.6	1		Provide academic recognition and signage to promote school pride and motivate student academic growth		Title I Supplemental/Concentration	0 0
G.7	1		Provide funding to ensure a safe and secure environment in order for students to be successful		Supplemental/Concentration	0

## Theodore Roosevelt 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.

### Theodore Roosevelt Elementary School: Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	195,550.00	0.00
Title I	164,867.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	195,550.00
Title I	164,867.00