

# The Single Plan for Student Achievement 2018 – 2019

**School:** Martin Van Buren Elementary School

**CDS Code:** 33-67058-6031983

**District:** Desert Sands Unified School District

**Principal:** Melissa Pizano-Grunnet, Ed.D.

**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:** Melissa Pizano-Grunnet, Ed.D.

**Position:** Principal

**Phone Number:** 760-775-3870

**Address:** 47-733 Van Buren Street  
Indio, CA 92201

**E-mail Address:** melissa.pizano@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
Martin Van Buren Elementary School District Support 2018-19 .....	12
Martin Van Buren Elementary School: Funding Summary .....	13

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

Martin Van Buren Elementary School was built in 1958 and is located in an impoverished neighborhood across the street from a homeless shelter and is surrounded on three sides by a farm labor camp. Many of Van Buren's 630 students live in the surrounding neighborhood and nearby single-family homes. Yet, as you enter our gates, the collective focus is on our mission "All Students Learning...Whatever It Takes!" As a result of a collective focus on a rigorous instructional program, Van Buren Elementary has been named a California Gold Ribbon School in 2016, and a California Distinguished School in 2010, 2014, and 2018.

The Pre-Kindergarten to fifth-grade student body at Martin Van Buren is comprised of 95% of Hispanic descent, 3% White, and .5% African American, Asian or Multiracial. This year, 93% of our students are eligible for free and reduced lunch. Spanish is the home language of the 66% of our students who are classified as English Learners, and the 15% of our students are classified as Migrant.

Van Buren Elementary has defined its purpose as building a strong instructional program that emphasizes high academic standards in partnership with building teacher capacity. Staff work as a Professional Learning Community continuously learning and implementing research-based instructional strategies as they collaboratively analyze formative assessments and develop highly detailed instructional plans.

A bridge between home and school is recognized at Van Buren Elementary as an important component of student success. We provide several programs, such as Literacy Night and Family Night, that aim to support parents and their efforts to promote student achievement at home. Most of all, the staff at Van Buren Elementary believe that building teacher capacity, school improvement and student learning is the result of highly effective collaboration, professional development and perseverance.

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

The purpose of the 2018-2019 Single Plan for Student Achievement is to ensure that Van Buren students, especially those who are socioeconomically disadvantaged, English learners, and Students with Disabilities improve their academic performance in English-language arts and mathematics as measured by the California Dashboard. Van Buren intends to strategically focus on the following areas in order to improve student achievement: 1) Professional Development, 2) Professional Learning Communities (PLCs), 3) Research-based instructional strategies and materials, including the integration of technology, and 4) Parent Involvement.

Professional Development is key to improving teacher capacity. Van Buren teachers participate in professional development provided on-site, at the district level, and off-site at conferences and workshops. Funds are allocated for consultants, conference fees, and release time (guest teachers) in order for Van Buren staff to participate in professional development opportunities throughout the year.

Professional Learning Communities within each grade level focus on collaborative lesson planning and analysis of student work to inform instruction. PLCs at Van Buren Elementary operate under the common understanding that collaborative lesson planning, collective inquiry and review of student data lead to results-oriented instructional practices that benefit all students. In addition, time for cross-grade level articulation is provided for staff to have the opportunity to share insights and results with colleagues teaching the grade level above and below theirs. Understanding that collaboration takes time, funds are allocated for teachers to meet together during and after the school day to analyze student work, conduct instructional rounds, and review student data.

Furthermore, Van Buren believes that the use of effective instructional materials along with teacher participation in professional development results in higher achievement for students. Funds are allocated for the purchase of effective instructional materials, as well as technology, to ensure students are able to engage in lessons that will prepare them for the 21st Century.

Finally, a bridge between home and school is recognized at Van Buren Elementary as an important component of student success. We provide several programs, such as Literacy Nights and Family Night, that aim to support parents and their efforts to promote student achievement at home. Funds are allocated for personnel, consultants, materials, and participation incentives in order to build a better home-to-school connection.

## 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

Van Buren's staff, students and parents continue to hold great pride in their academic achievements. The fall 2017 CA Dashboard, which reflects the performance levels of the 2016-2017 school year, presented the status level in English Language Arts for ALL students, ELs, socioeconomically disadvantaged students, and Hispanic students as High (blue) and the change level increasing significantly. The change level for ALL students was 21.2 points, 18 points for ELs, 22.5 points for socioeconomically disadvantaged students, and 22.5 points for Hispanic students.

Significant growth is also evident in math according to the fall 2017 CA Dashboard data. In 2016-2017, the status level for ALL students and Hispanic students was High (blue) and the change level increased significantly from the previous school year. The change level was 24.5 points for ALL students and 24.1 points for Hispanic students. The status level for ELs and socioeconomically disadvantaged students was Medium (green) and the change level from the previous year increased significantly. The change level was 24.5 points for ELs and 26.6 points for socioeconomically disadvantaged students.

Van Buren's success is due to a team of passionate educators. Staff work as a Professional Learning Community continuously learning and implementing research-based instructional strategies as they collaboratively analyze formative assessments and develop highly detailed instructional plans.

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

Review of the California Dashboard's Five-By-Five Placement Report indicates the area of greatest need as the rate of suspensions with a performance level of Orange. Students with disabilities are more likely to be suspended as indicated by a performance level of red. Applied behavioral supports from the district's Special Education department, as well as a strategic focus on applying multiple tiers of intervention, including a full-time counselor provided by site Title I funds, is intended to improve this performance level.

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**

Van Buren Elementary strives to ensure equity for all students by closing achievement gaps between student groups and all students. While all students hold a performance level of blue in both English language arts and mathematics, students with disabilities continue to perform lower than other targeted student groups as indicated by a performance level of yellow in ELA and orange in mathematics. Strategic focus on appropriate behavioral interventions, instructional strategies, and use of research-based materials for students with disabilities is intended to improve these performance levels.

## **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.

Van Buren's unduplicated pupils include 94.7% of our student population. Therefore, actions and services detailed in the SPSA and supported through Supplemental 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 of low income students and English learners. Site funds are distributed for site-based parent engagement activities. Family nights will continue to be offered in Spanish and English during the evening throughout the school year. Additional grade level specific parent education nights will be held at least twice during the 2018-2019 school year. The targeted audience for these parent education nights will be parents of unduplicated students so that they may build their understanding of grade level state standards, as well as build their capacity to better support and monitor student behavior and academic achievement.

Likewise, site funds will be distributed to enhance Van Buren's response to intervention process. A more refined, systematic, multi-tiered approach to the early identification and support of students with language, learning and behavior needs will be developed to provide assistance to children who are at risk for or already under-performing and will be better aligned with the districts' current early literacy assessments.

**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.

**Martin Van Buren Elementary School  
Single Plan for Student Achievement  
2018-19 School Goals**

<b>Goal</b>	<b>State Priorities Addressed</b>	<b>Performance Indicator Addressed</b>	<b>Measure/Metric</b>	<b>Base</b>	<b>Target</b>
1	Priority 4: Pupil Achievement	Academic Indicator English Language Arts The overall achievement for ALL students in grades 3,4,and 5 who meet or exceed standard in the area of ELA will increase from 61.77% to 64%.	CAASPP ELA Overall Achievement Results	61.77%	64%
2	Priority 4: Pupil Achievement	Academic Indicator Mathematics The overall achievement for ALL students in grades 3, 4, and 5 who meet or exceed standard in the area of Mathematics will increase from 49.32% to 53%.	CAASPP Mathematics Overall Achievement Results	49.32%	53%
3	Priority 6: School Climate	Suspension Rate Indicator The number of suspensions for students with disabilities will decrease at least .3%.	Suspension Rate of Students with Disabilities	Performance Level Red	Performance Level Orange

## 2018-19 Strategies to Improve the Academic Achievement of Students

A - Standards-based Curriculum and Instruction	All students are provided the standards-based core curriculum delivered by appropriately assigned and fully credentialed staff.
B - Assessment & Data Monitoring	Programs are based on the assessed academic needs of students.
C - Ongoing Professional Development & Collaboration	Student academic achievement increases through strategies for improving teacher and principal quality.
D - Interventions & Specialized Program Support (EL, Sp. Ed., GATE, At-Risk) (Before/during/after school, summer)	Students are provided the appropriate program services to reach grade level mastery of State standards & assessments.
E - Parent Education and Community Involvement	Parents, staff, students, and community members participate in developing, implementing and evaluating core and categorical programs.
F – School Climate/Pupil Engagement	Students are provided a positive environment with opportunities to connect to their school and community.
G - Other Academic Support Strategies	

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
A.1	1	1	Students will receive instruction using standards-based State/District adopted core programs.		Title I Supplemental/Concentration	0 0
A.2	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 Supplemental/Concentration	0 0
B.1	1	1	EADMS will be used by all staff to analyze and monitor student progress.		Title I Supplemental/Concentration	0 0
B.2	1	1	Site leadership team will participate in District TRAC / MTSS process to analyze student data. (District Title funded).		Title I Supplemental/Concentration	0 0
B.3	1	1	Provide extra duty and/or release time for teachers to conduct data analysis, and develop SMART goals, in order to identify and target effective differentiated instructional strategies in language arts, writing, ELD, mathematics, science/STEM, and technology.	X	Title I Supplemental/Concentration	0 10,800

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
B.4	1	1	Provide extra duty hours to TRAC/MTSS team members to collaborate with the principal, analyze school wide data, and assist with the implementation of the school wide TRAC / MTSS plan in order to support student achievement.		Title I Supplemental/Concentration	2,000 0
B.6	1	1	Provide extra duty time for staff to hand-score Initial ELPAC tests, monitor EL students progress, evaluate EL students for reclassification, and monitor students that have been reclassified.		Title I Supplemental/Concentration	300 0
B.8	1	1	Provide release time (roving subs) for staff to conduct individualized and small group early literacy assessments at least twice during the school year.		Title I Supplemental/Concentration	0 5,000
C.1	3	1	All core classroom teachers are appropriately assigned and fully credentialed.		Title I Supplemental/Concentration	0 0
C.2	3	1	Instructional staff will receive additional support from the Educational 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)		Title I Supplemental/Concentration	0 0
C.3	3	1	Provide Professional Development on site with a focus on effective instructional strategies. Topics may include, but are not limited to: Direct Interactive Instruction, instructional strategies for English Learners, student engagement, writing, mathematics, science/STEM, developing early literacy skills, AVID strategies, Thinking Maps and the integration of technology across all subject areas. This includes consultant fees, materials, supplies, guest teachers, etc.	X	Title I Supplemental/Concentration	0 9,000
C.4	1	1	Provide release time for staff to participate in on-site observations/ Instructional Rounds and to observe exemplary classrooms within and out of district with similar demographics, with the intent of learning what programs and instructional strategies make significant growth in student achievement.		Title I Supplemental/Concentration	0 6,000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
C.5	3	1	Provide funding for staff to attend conferences/workshops within the district and outside of the district in order to provide professional development aimed to improve student behavior, social emotional development, and student academic achievement in the areas of ELA, ELD, writing, mathematics, science/STEM, character development, AVID and technology. This includes fees, materials and supplies, guest teachers, etc. (Partially funded through District Title I,II funds)	X	Title I Supplemental/Concentration	0 40,000
C.8	1	1	Instructional Coach to provide instructional assistance and support to teachers in the areas of ELD, ELA, Math, Science/STEM, and technology through observations, coaching, and modeling of best first instructional practices. Coach will also oversee the collection and use of data to improve teaching and learning; provide staff development to all teaching staff (includes intervention teachers); facilitate PLC meetings; support individuals and grade level teams with classroom management, support the use of technology, and participate in cognitive planning of ELA, ELD, Science and Math lessons (100% District funded.)		Title I Supplemental/Concentration	0 0
C.11	3	3	Provide release time (guest teacher) for site Counselor to attend district counselor meetings, facilitate SST and IEP meetings.		Title I Supplemental/Concentration	0 0
C.12	1	1	Provide extra duty to Instructional Coach to provide training and support to staff beyond contract hours.		Title I Supplemental/Concentration	2,000 0
D.1	4	3	Provide for a bilingual school counselor to provide preps, small group counseling, and facilitate SST meetings as a way to improve academic achievement (100% District funded.)		Title I Supplemental/Concentration	0 0
D.2	4	3	Provide books, materials and supplies to support the on-site counseling, character education, and health & wellness program. (e.g. Positive Action, Boy's Town, PBIS, Character Counts, Achieve, Fitness Finders, Myplate ,etc.).		Title I Supplemental/Concentration	0 500

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
D.3	1	1	Fund intervention specialists who will provide small group intervention before/during/after the instructional day to support educationally disadvantaged students, including those who are English learners, meet grade level standards using research-based instructional practices and materials.	X	Title I Supplemental/Concentration	65,000 0
D.5	1	1	Quality, research-based supplemental materials, supplies, equipment and furniture will be purchased to enhance standards based instructional strategies including, but not limited to collaborative conversations, whiteboards, Thinking Maps, Process Writing Toolkit Notebooks, binders, agendas, manipulatives, AVID materials, Scholastic News etc.	X	Title I Supplemental/Concentration	0 31,032
D.6	2	2	Provide funding for intervention programs, and after school tutoring, needed to assist English Learners who have not reached proficiency in ELA and/or Mathematics. (RCOE Migrant Ed. funds)		Title I Supplemental/Concentration	0 0
D.7	1	1	Provide a full-day kindergarten program that provides additional learning time to increase student achievement in language acquisition, ELA and Mathematics.		Title I Supplemental/Concentration	0 0
D.8	1	1	Provide before/after school and extended year interventions for identified students, including English Learners, who are not meeting grade level standards using research based instructional strategies and supplemental programs and materials. (District Remediation Fund, site funded)	X	Title I Supplemental/Concentration	4000 0
D.9	1	2	Provide students, including those who are GATE or English learners, with before/after school enrichment activities. Activities include, but are not limited to Battle of the Books, Math Field Day, Science Fair, Health and Wellness programs, and special projects. Includes the cost of coaches, fees, and materials needed for participation in these educational activities.	X	Title I Supplemental/Concentration	9,000 0
D.10	1	2	Provide specialists to offer enrichment opportunities in Science/Technology/Fine Arts (art, music, dance, etc.)	X	Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			to students during the school day. These enrichment opportunities will help to develop a well-rounded instructional program. (Partially funded with prep allocation.)		Supplemental/Concentration	16,350
D.11	1	1	Provide funding for the duplication of research-based materials that supplement ELA, ELD, Math, Social Science, Health and Science instruction.		Title I Supplemental/Concentration	0 15,000
D.12	4	2	Provide release time (roving substitutes) to allow teachers to participate in Student Study Team (SST), Individual Education Plan (IEP) meetings, and parent conferences to determine appropriate instructional and behavioral interventions to improve student achievement.		Title I Supplemental/Concentration	0 8,000
E.1	4	2	Provide extra duty for teachers and/or fund consultants to present educational programs to parents beyond the instructional day. Programs may include, but are not limited to: Parenting for SUCCESS, Latino Family Literacy Project, Math Night, and Parent University. Includes cost of trainers/presenters, materials and supplies.	X	Title I Supplemental/Concentration	12,660 0
E.2	2	2	Provide academic incentives and hospitality for parent participation and involvement in school activities that focus on student achievement for English Learners.		Title I Supplemental/Concentration	700 0
E.3	4	2	Provide oral translation for parent meetings including Back to School Nights, SSC, ELAC, Title I parent meetings, parent conferences, parent education classes, parent committees, etc.		Title I Supplemental/Concentration	800 0
E.4	4	3	Provide child care for Back to School Nights, SSC, ELAC, Title I parent meetings, parent conferences, parent education classes, parent committees, etc.		Title I Supplemental/Concentration	400 0
E.6	3	1	Provide funding for parents to attend conferences / workshops outside of the district aimed to improve academic achievement for English Learners. (e.g. CABE)		Title I Supplemental/Concentration	2,000 0
E.7	1	2	Provide funding for newsletters and home -to- school communication to parents (e.g. paper, postage, banners, etc.) in order to improve the home-to-school connection.		Title I Supplemental/Concentration	1,000 0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
F.1	4	2	Provide fees and transportation for students to attend educational experiences off campus in the areas of language arts, math, social science, health/physical education, science/STEM, and fine arts.	X	Title I Supplemental/Concentration	0 3,366
G.1	4	1	Provide funding to add and replace technology to enhance the learning opportunities for all students (e.g. amplification systems, LCD projectors, laminator, desktop computers, Chromebooks, LFDs, computer carts, tablets, printers, ELMOs, Airtames, headphones/earbuds, timers, batteries, etc.).	X	Title I Supplemental/Concentration	24,166 10,834
G.2	1	1	Provide research-based supplemental computer software programs, and classroom supplies that maximize learning opportunities designed to help all students perform at proficiency and above in English Language Arts, Mathematics, English Language Development, and Science. (Software includes, but not limited to, Lexia, Dreambox, MobyMax, Accelerated Reader, Brain Pop, Newsela, Discovery Education, etc.).		Title I Supplemental/Concentration	0 27,300
G.4	1	1	Provide funding to add and replace quality books and reference materials for the school library including books, materials and supplies needed to fully implement the schoolwide Accelerated Reader Program.		Title I Supplemental/Concentration	3,912 0
G.5	4	3	Provide funding for incentives and rewards acknowledging and promoting attendance, test taking strategies, student achievement, and positive social skills. Incentives may include but are not limited to: books, pencils, folders, games, food/nutritious snacks, ribbons, lanyards, medals, certificates, T-shirts, guest speakers / assemblies, etc.	X	Title I Supplemental/Concentration	10,000 0
G.7	4	3	Fund additional classified clerical services to support families of socioeconomically disadvantaged and EL students by providing translation and home/school communication regarding attendance, parent meetings, EL paperwork (purple folders, reclassification, etc.) in order to improve family involvement and student achievement.		Title I Supplemental/Concentration	23,000 0
G.8	4	3	Provide communication devices (radios) to staff	X	Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			members for use during regular school hours and during emergencies. Radios will facilitate communication between staff members located indoors and outdoors within the school campus enhancing student safety.		Supplemental/Concentration	7,000
G.9	4	3	Provide additional noon yard supervision/school site monitors in order to ensure student safety in a clean and orderly learning environment.	X	Title I Supplemental/Concentration	0 10,000
G.10	4	3	Purchase equipment, materials, and supplies to establish and maintain outdoor safety for staff and students. May include the purchase of identification lanyards for kindergarten students, speed bumps, delineator posts, cones, signs, barricades, as well as items to reduce the effects of heat related illnesses.	X	Title I Supplemental/Concentration	0 5,000

## Martin Van Buren 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.

### Martin Van Buren Elementary School: Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	205,182.00	0.00
Title I	160,938.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	205,182.00
Title I	160,938.00