The Single Plan for Student Achievement

School: Rand Elementary School

CDS Code: 15-73742-6009971

District: Sierra Sands Unified School District

Principal: Bonnie Kaufman

Revision Date: November 14, 2012

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: Bonnie Kaufman

Position: Principal

Phone Number: 760 499-1864

Address: 37400 St. Elmo Street
       Johannesburg CA, 93528

E-mail Address: bkaufman@ssusd.org

The District Governing Board approved this revision of the SPSA on December 19, 2013.

Table of Contents

School Vision and Mission

Rand Elementary School's Vision and Mission Statements
VISION
Rand School strongly believes that each student is an important individual and that students are capable of achieving and growing. Our focus is to work together to provide an environment at home and at school that develops the students' highest potential academically, socially, and emotionally. The unique one-room school environment allows for a feeling of family. Everyone in the community works to help each other grow. The goal is to encourage life-long learning for students and to help them see the value of education in their lives.

MISSION
Our primary mission is to provide the best educational experience possible to each student enrolled in school and to also include younger siblings in as many enrichment activities as possible. Through enrichment activities we strive to improve, expand and enrich the instructional program and academic achievement of every student.

School Profile

Welcome to Rand School, one of the few remaining one-room schoolhouses in California. We serve students in kindergarten through third grade. In 2012-13, the school had nine students, a full-time teacher, and a full-time aide. Students use our traditional classroom, computer laboratory, and multipurpose room daily. The multipurpose room serves as not only a classroom, but a library, lunchroom, and music room as well.

The small size of our student body allows our staff to tailor assignments to meet individual student needs. Rand School is a focal point of the community, and we welcome parents and community members to volunteer on our campus.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
Every year, we have a Title I Survey that is completed by our families. The survey shows that the majority of parents (100%) are pleased with the staff, instruction, curriculum, policies, and positive school climate at Rand Elementary School. The approval rating for each question was high. Discipline data is available from Aeries and will be used to analyze school safety and climate. Staff reviews surveys with comments to discuss what we are doing well as well as concerns parents may have. The 2012-13 Survey results are at the end of this document.

Classroom Observations
Per contract, there are formal observations every two years for teachers. The principal is at Rand at least once each week to observe, help out, and make sure the teacher, and aide/van driver/custodian paraprofessional have the supplies and equipment that are needed.

<p style="text-align:center">Analysis of Current Instructional Program</p>

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

<u>Standards, Assessment, and Accountability</u>

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

    School-wide results of state and district assessments in math and language arts (CST, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math, as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching.

    Teachers use benchmark results in Language Arts and Mathematics, as well as classroom formative assessments, to monitor and modify instruction and plan interventions. The teacher also works with other grade level teachers to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

    A new K-5 ELA adoption was purchased for 2011-12 in response to ever increasing accountability targets, data analysis results, and staff input. This ELA adoption better meets the needs of our students and is tied to both the CA standards and the Common Core Standards. In addition, the Treasures ELL components were adopted for use K-5 and materials were purchased for all special education programs.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

    Students are assessed using Early Literacy, Reading Fluency, STAR Reading, and STAR Math four times a year. Tests are administered in August, and at the end of each trimester. Students also take themed district developed benchmark assessments in Math and English Language Arts that are part of the trimester report cards. The data gained by these assessments at the beginning of the school year, and prior to each reporting period, combined with district benchmark data allows the teacher to monitor and track student progress. The data gathered allows the teacher to make data driven instructional decisions to support student needs in the areas of intervention and/or acceleration.

    State testing and benchmark results are posted in Illuminate and student progress is monitored through the reports that are available. Students not at grade level are given additional small group instruction. Students with IEPs are monitored closely by our Resource teacher so goals can be met.

<u>Staffing and Professional Development</u>

3. Status of meeting requirements for highly qualified staff (ESEA)

    Teacher recruitment, hiring and evaluation focus on meeting ESEA criteria. As a result, 100% of staff and administration meet the requirements for being highly qualified. District teachers who are not in compliance are supported with Title funding and assisted with individual plans in order to attend staff development and take required courses or exams in order to become NCLB highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

    The principal has been trained in Professional Learning Communities (PLC), and has had the Instructional Materials Based Training (IMBT) for the Treasures ELA adoption.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is based on district initiatives, individual school, and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Rand School's staff development has been predominantly in the area of English Language Arts through trainings such as the ELA adoption of Treasures as well as district-wide grade level collaborations.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, ELD Teacher Coordinators, and Special Education Program Support Teachers. They support site teachers by assisting in reading instruction, observing, offering model lessons, and providing feedback on best practices, providing professional development in writing, and ELD strategies. In addition, technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, benchmark tests/ analysis, CELL / ExLL, and textbook adoptions in order to assist teachers in planning instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The Rand teacher collaborates with other teachers at district grade level meetings and trainings, during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. Since he has four grade levels, he has attended a different grade level each year.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers use state adopted textbooks and supplementary materials, California content standards, grade level expectations, the district pacing calendars and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. The teacher uses data from the benchmark assessments, CST assessments, and teacher assessments to analyze student performance and adjust instruction accordingly.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers are guided to pace instruction according to the district pacing guides. Pacing guides are being refined in ELA to more closely address identified needs and match the new adoption. Report cards have also been adjusted.

Our school gives 4 (beginning of the year plus three trimester) benchmark assessments during the school year that assess mastery of skills after they are taught. Additional re-instruction is provided to students not meeting their targets. Instruction is individualized to ensure that each student excels at the appropriate level to attain proficiency on grade level standards.

Staff is working together during local professional development days to ensure that all elements of the ELA adoption (i.e. pacing, reporting, benchmarking, writing assessments) are aligned to maximize student success. Outside resources are also utilized.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have sufficient textbooks and instructional materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive standards-based instruction at their appropriate grade level. In the classroom, the teacher provides additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed, and regrouped appropriately. The teacher is encouraged to examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards and also determines student needs, adjusts instruction and plans re-instruction accordingly. Intervention action plans are developed when appropriate. Interventions are implemented by the classroom teacher in collaboration with the student's family.

14. Research-based educational practices to raise student achievement

Rand uses many different programs with fidelity to raise student achievement. Technology based programs include: Accelerated Math, Accelerated Reading, Early Literacy, Fluency, MathFacts in a Flash, Education City (ELA, Math, and Science), and Starfall. These programs and intervention during the school day all work together for our students to insure success.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

District, community, family and school resources available to assist underachieving students
• District Nurse
• Resource Teacher: Special Education
• Translator
• Peer tutors
• Instructional aide (full school day instructional aide to assist with multi-grade level instruction)
• Parent and community volunteers
• School Attendance Review Board (SARB)
• Family Resource Center
• Kern County Department of Dental Health

Our school communicates with parents through:
• School Compacts
• Parent informational meetings and visitations
• Back-To- School Nights / Open Houses
• Parent Teacher Conferences
• School Site Council
• Title 1 Parent Meetings
• Auto Dialer
• EdLine and school web pages

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our School Site Council meets state requirements for parity and consists of (number):

__1_ _ Principal
__1__ Classroom teacher
__1__ Other staff
__3__ Parents and community members

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC is offered training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services. An annual Title I parent survey and evaluation is reviewed by the SSC. Other involvement includes our many volunteers at Rand.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical services focused on the under-performing students at this school include flex reading groups, Title 1 intervention, paraprofessional support and individualized one on one instruction. The teacher works with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials to support instruction. Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA).

18. Fiscal support (EPC)

Above and beyond core, the Distinct supports Rand with sources of money such as Title I, EIA, and SLIBG.

Description of Barriers and Related School Goals

Rand is geographically isolated from other district schools. Many students are Socio Economically Disadvantaged, however with the support provided by the school and district our students perform well.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included												
Growth API												
Base API												
Target												
Growth												
Met Target												

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included												
Growth API												
Base API												
Target												
Growth												
Met Target												

Conclusions based on this data:

1. There is no API for Rand due to small number of students tested. In 2013, this school had fewer than 11 valid 2013 STAR test scores. No reliable API can be calculated with so few scores.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	--	--		--	--	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	--		--	--		100	100	100	100	--	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. 100% of Rand's students who were eligible to take the 2013 ELA portion of the STAR test did so. AYP results for Rand cannot be analyzed due to the small number of students tested.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	75	100	100	67	100	--	--		--	--	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	--		--	--		100	75	100	100	--	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. 100% of Rand's students who were eligible to take the 2013 Math portion of the STAR test did so. AYP results for Rand cannot be analyzed due to the small number of students tested.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1. There were no English Language Learners at Rand in 2012-13.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1. There were no English Language Learners at Rand in 2012-13.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	**2011-12**	**2012-13**
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	54.6	56.0	57.5
Met Target			

AMAO 2	Attaining English Proficiency					
	2010-11		**2011-12**		**2012-13**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	**2011-12**	**2012-13**
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1. There were no English Language Learners at Rand in 2012-13.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	**2011-12**	**2012-13**
Number of Annual Testers	371	358	321
Percent with Prior Year Data	100	99.7	100.0
Number in Cohort	371	357	321
Number Met	190	213	173
Percent Met	51.2	59.7	53.9
NCLB Target	54.6	56.0	57.5
Met Target	**No**	**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2010-11		**2011-12**		**2012-13**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	258	184	253	167	231	145
Number Met	38	89	57	81	51	71
Percent Met	14.7	48.4	22.5	48.5	22.1	49.0
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	**No**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	**2011-12**	**2012-13**
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	**No**	**No**	**Yes**

Conclusions based on this data:

1. For 2012-13, data indicates that the district did not meet its AMAO I target for annual growth, but did meet AMAO 2 and 3 for attaining English Proficiency and Adequate yearly progress. Based on this data the district will continue to provide targeted services to our English Learners to support increased success.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ELA
LEA GOAL:
District Goal #1 - Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
70% of students will be proficient or advanced on trimester benchmark assessments.
Data Used to Form this Goal:
2012-13 benchmark assessments
Findings from the Analysis of this Data:
Rand has too small a number of students to assess their testing scores.
How the School will Evaluate the Progress of this Goal:
Compare 2012-13 data with 2013-14 data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Have professional development opportunities and training for areas such as Eno interactive whiteboards, PI, PLC, ELA, RTI, AR, Illuminate, Aeries, Title I, Common Core, & observations of successful practices	as appropriate throughout the school year	Staff	Registration & Travel	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	500
			Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	100
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	30

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase AR books in the library with high interest / low vocabulary books, award winning books focused on all grade levels and level library.	as appropriate throughout the school year	Staff	Books & AR supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	300
			Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	1000
Support standards based learning with technology, supplies and equipment.	as appropriate throughout the school year	Staff	Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	750
			Supplies	4000-4999: Books And Supplies	EIA-SCE Carryover	500
Provide adequate supplies to support existing programs such as CELL, Accelerated Math, and Accelerated Reading.	as appropriate throughout the school year	Staff	Book tubs, markers, chart paper, toner, and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	500

Planned Improvements in Student Performance

<u>School Goal #2</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA GOAL:
District Goal #1 - Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #2:
70% of students will be proficient or advanced on trimester benchmark assessments.
Data Used to Form this Goal:
2012-13 benchmark assessments
Findings from the Analysis of this Data:
Rand has too small a number of students to assess their testing scores.
How the School will Evaluate the Progress of this Goal:
Compare 2012-13 data with 2013-14 data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Have professional development opportunities and training for areas such as Eno interactive whiteboards, PI, PLC, Math, RTI, AM, Illuminate, Aeries, Title I, Common Core, & observations of successful practices	as appropriate throughout the school year	Staff	Registration & Travel	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	500
			Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	100
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	30
Provide adequate supplies to support existing programs such as CELL, Accelerated Math.	as appropriate throughout the school year	Staff	Book tubs, markers, chart paper, toner, and supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support standards based learning with technology, supplies and equipment.	as appropriate throughout the school year	Staff	Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	250
			Supplies	4000-4999: Books And Supplies	EIA-SCE Carryover	500

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ELD
LEA GOAL:
District Goal #1 - Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #3:
All English Learners will advance one performance band on the CELDT each year until they are redesignated as fluent.
Data Used to Form this Goal:
Review of the CELDT performance assessment
Findings from the Analysis of this Data:
There are currently no English Language Learners at Rand.
How the School will Evaluate the Progress of this Goal:
Compare 2012-13 data with 2013-14 data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A district EL project teacher will provide support through coaching and professional development.	ongoing	EL staff	EL Coordinator		District Funded	
Translation/ interpreting services (Spanish) will be provided to assist students and parents as needed	as appropriate throughout the school year	EL Staff			District Funded	
EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.	as appropriate throughout the school year	EL Staff			District Funded	

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Climate
LEA GOAL:
District Goal #3 - Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #5:
Create a physically and emotionally safe school climate by reporting needed school repairs through School Dude and by using a positive discipline program for each child. Obtain 80% or higher family participation rate on the 2014 Title I Annual Survey.
Data Used to Form this Goal:
The success of these actions will be measured by the Assertive Discipline Log, school accident reports, and review of the parent survey.
Findings from the Analysis of this Data:
Rand continues to have needed repairs completed, there are were no suspensions from school in 2012-13, and we had 100% return on the 2013 Title I Parent Survey.
How the School will Evaluate the Progress of this Goal:
Compare 2012-13 data with 2013-14 data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Provide field trips and other experiential learning opportunities for students in order to counteract isolation	as appropriate throughout the school yearng	Staff	Registration & Transportation	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2000
			Supplies	4000-4999: Books And Supplies	EIA-SCE Carryover	194
			Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	175
			Supplies	4000-4999: Books And Supplies	LCFF-ED	106

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Replace or add playground and PE equipment and supplies such as bins to store equipment and reduce playground incidents by increasing equipment available for students.	As needed and as funding permits	Staff	Playground and/or PE equipment		School and Library Improvement Program Block	

Planned Improvements in Student Performance

<u>**School Goal #7**</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent & Community Involvement
LEA GOAL:
District Goal #1 - Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.
SCHOOL GOAL #7:
Continue with Parent communication through school-wide documents and phone calls. Obtain 80% or higher family participation rate on the 2014 Title I Annual Survey.
Data Used to Form this Goal:
Evaluate the needs of the school, parent survey, and district mandates.
Findings from the Analysis of this Data:
We had 100% return on the 2013, annual Title I Survey.
How the School will Evaluate the Progress of this Goal:
Continue to review appropriate data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct annual Title I school climate/safety survey	Spring	Principal & Teacher	Paper & toner	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	60
Offer informative family nights.	as appropriate throughout the school yearng	Staff	Supplies & refreshments	4000-4999: Books And Supplies	LCFF-ED	147

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts and Math
SCHOOL GOAL #1:
Provide support services to improve classroom instruction and meet the needs of parents and students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Translation services and EL support	August-May	EIA-LEP Project Teacher	EIA-LEP Project Teacher Salary	1000-1999: Certificated Personnel Salaries	LCFF-EL	43.81
			EIA-LEP Project Teacher Benefits	3000-3999: Employee Benefits	LCFF-EL	12.37
			Translator Salaries	2000-2999: Classified Personnel Salaries	LCFF-EL	49.03
			Translator Benefits	3000-3999: Employee Benefits	LCFF-EL	44.65
			Translator Mileage	5000-5999: Services And Other Operating Expenditures	LCFF-EL	1.83

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
School and Library Improvement	575	0.00
Title I Part A: Allocation	6,233	473.00
Title I Part A: Parent Involvement	60	0.00
Title I Part A: Professional Development	0	0.00
EIA-SCE Carryover	1,194	0.00
LCFF-ED	253	0.00
LCFF-EL	0	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
EIA-SCE Carryover	1,194.00
LCFF-ED	253.00
School and Library Improvement Program Block	575.00
Title I Part A: Allocation	5,760.00
Title I Part A: Parent Involvement	60.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Donnie Meech	[ ]	[X]	[ ]	[ ]	[ ]
Dianne Maidment	[ ]	[ ]	[X]	[ ]	[ ]
Luci Meech	[ ]	[ ]	[ ]	[X]	[ ]
Yasmeen Din	[ ]	[ ]	[ ]	[X]	[ ]
Judy Dietrichson	[ ]	[ ]	[ ]	[X]	[ ]
Bonnie Kaufman	[X]	[ ]	[ ]	[ ]	[ ]
Numbers of members of each category:	**1**	**1**	**1**	**3**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

[ ]	State Compensatory Education Advisory Committee	_____ Signature
[ ]	English Learner Advisory Committee	_____ Signature
[ ]	Special Education Advisory Committee	_____ Signature
[ ]	Gifted and Talented Education Program Advisory Committee	_____ Signature
[ ]	District/School Liaison Team for schools in Program Improvement	_____ Signature
[ ]	Compensatory Education Advisory Committee	_____ Signature
[ ]	Departmental Advisory Committee (secondary)	_____ Signature
[ ]	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on _October 25, 2013_

Attested:

Bonnie Kaufman
Typed Name of School Principal

[signature] 10·25-13
Signature of School Principal   **Date**

Yasmeen Din
Typed Name of SSC Chairperson

[signature] 10-25-13
Signature of SSC Chairperson   **Date**

SIERRA SANDS UNIFIED SCHOOL DISTRICT
RAND ELEMENTARY SCHOOL PARENT SURVEY 2012-2013

> *Rand School needs your help in planning for the 2013-2014 school year. Please take five minutes to fill out this survey and return it to our school. The information you provide will help us plan services and programs that will better serve you and your children. Thank you for your time in filling this out.*

Circle the grade level(s) of child(ren) at this school: K – 5   1 – 0   2 – 2   3 – 2

Circle if active member of: PTO, School Site -5, Council, ELAC, none of the above – 1, other

How long have you been a parent at this school (years)? 1 – 1   2 – 3   3   4 – 1   5 – 1   6   6+ – 1

Please rank each statement using the given ratings:

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know
SCHOOL CULTURE	☺☺	☺	☹	☹☹	?
Parents are greeted warmly and courteously when they visit the school.	100%				
Parents are encouraged to participate in their child's education.	100%				
My child feels safe at this school.	100%				
Student discipline is appropriate in this school.	100%				
Positive behavior is acknowledged frequently.	100%				
My child has opportunities to develop respect, responsibility, and problem solving skills.	100%				
My child and I find that the school is well maintained and a pleasant place in which to spend time.	100%				
It is evident that there are high standards, positive messages, and high expectations of everyone at this school	100%				
PARENT/COMMUNITY INVOLVEMENT	☺☺	☺	☹	☹☹	?
Parents are invited and encouraged to:					
• Visit the school	100%				
• Assist in class as a volunteer or aide.	100%				
• Attend school functions such as parent/teacher conferences, family nights or other school events	100%				
• Serve on school and district committees.	100%				

Survey Continues on the Back
(Please fill out both sides)

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know
HOME/SCHOOL COMMUNICATION	☺☺	☺	☹	☹☹	?
Parents are able to talk to someone at the school when they have concerns or questions.	100%				
Teachers communicate frequently with parents.	100%				
The monthly school newsletter and calendar provide valuable information to parents.	89% (8 parents)				11% (1 parent)
Materials are provided to parents in their home language.	100%				
If a parent needs a translator, the school tries to accommodate that need.	56%				44%
STANDARDS AND ASSESSMENT	☺☺	☺	☹	☹☹	?
This is a school with high academic standards for all students and all ability levels.	89% (8 parents)	11% (1 parent)			
I know the standards my child must meet.	100%				
I understand how my child's work will be graded.	100%				
Parents are fully informed about their child's academic progress through progress reports or conferences.	100%				
TEACHING AND LEARNING	☺☺	☺	☹	☹☹	?
All students have equal opportunity to learn at this school.	100%				
My child is making good progress in reading.	89% (8 parents)	11% (1 parent)			
My child is making good progress in writing.	89% (8 parents)	11% (1 parent)			
My child is making good progress in math.	89% (8 parents)	11% (1 parent)			
My child has regularly assigned homework.	100%				
My child is getting a good education.	100%				

Parent Comments
My favorite thing about Rand School is:
The teacher
The one on one instruction
Small class size

If I could change one thing at my child's school:
Have the grades go higher than 3rd grade

Suggestions for Family Nights or parent discussion groups:

Additional comments:
I love this school
Thank you for all the time, love, joy and teaching my children and grandchildren have received there.
   They are so far ahead of other children.

TITLE 1 PARENT INVOLVEMENT POLICY

Keys to Success

Rand's School, Family, & Community Involvement Plan

Key 1 Parenting
- Parenting Classes in Ridgecrest

Key 2 Communication
- Parent-Teacher-Student Compact
- Teacher/Parent Communicator Folders
- School Website www.ssusdschools.org
- Principal Open Door Policy
- Annual School Survey (Spring)
- Back-to-School Night & Open House
- Parent-Teacher Conferences
- Mid-Trimester Progress Reports for all grade levels

Key 3 Volunteering
- Parent Volunteer Welcomed
- Community Volunteers Welcomed

Key 4 Learning at Home
- World Book on-line
- Referrals to community agencies as needed

Key 5 Decision Making
- Rand School Site Council (SSC)

Key 6 Collaborating with the Community
- Community wide events
- Positive discipline program as a community
- Partners with community organizations

TITLE 1 PARENT COMPACT
RAND SCHOOL HOME-SCHOOL COMPACT

Each student should be helped to reach his/her highest potential for intellectual and social growth. To achieve this, the home and school must work together by recognizing and agreeing upon the responsibilities of each party in the learning process.

As a student, I will:
1. Spend time at home completing homework, studying, and reading a grade-level appropriate number of minutes daily.
2. Show respect for all people at the school by not using profanity, stealing, or vandalizing.
3. Come to class on time, prepared to work.
4. Complete all assignments to the best of my ability.
5. Respect the rights of others to learn without disruption.
6. Know and follow classroom and school rules.

Date _____   Student Signature

_____

As a teacher, I will:
1. Communicate to parents/guardians the ways they can support student learning at home, and discuss other matters and concerns relevant to their child.
2. Schedule parent/teacher conferences.
3. Provide opportunities for parents to volunteer, observe, or participate in class activities.
4. Provide a safe and positive atmosphere for learning.
5. Explain and model assignments in an appropriate way for my students.
6. Communicate to parents the importance of reading daily with their child.
7. Discuss with parents the meaning of this compact as it relates to student achievement.
8. Supply clear evaluations of student progress to students and parents.
9. Provide instruction according to district curriculum

Date _____   Teacher Signature

_____

As a parent/guardian, I will:
1. Monitor school attendance and provide positive use of out-of-school time.
2. Provide a regular time, place, and supervision for homework completion.
3. Attend parent/teacher conferences to discuss my child's progress.
4. Volunteer, participate, or observe in my child's class, if possible.
5. Read to and/or ensure that my child reads for a grade-level appropriate number of minutes daily.
6. Communicate the importance of education to my child.
7. Provide a caring environment for my child.
8. Notify teachers of concerns or problems that may affect school performance.
9. Ensure that my child comes to school with adequate rest, nutrition, and proper hygiene.

Date _____   Parent/Guardian Signature _____