

The Single Plan for Student Achievement

School: Rand Elementary School
CDS Code: 15-73742-6009971
District: Sierra Sands Unified School District
Principal: Beverly Ewbank
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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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 for 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

Rand School is one of the few remaining one-room schoolhouses in California. We serve students in kindergarten through third grade. The school has five students, a full-time teacher, and a full-time utility clerk. 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.

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, support, and make sure the teacher, and aide/van driver/custodian paraprofessional have the supplies and equipment that are needed.

Analysis of Current Instructional Program

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

Standards, Assessment, and Accountability

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 (CAASPP, 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, then 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 the California 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.

Staffing and Professional Development

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 and PEER 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, and best instructional practices.

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, SBAC 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, Math Seeds, and Reading Eggs. These programs and intervention throughout the school day, help to ensure success for out students.

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
- Parent Square
- 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
- 2 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 the district.

18. Fiscal support (EPC)

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

Description of Barriers and Related School Goals

Rand is geographically isolated from other district schools. Due to the town's isolation, many of our students do not have access to the internet and/or online educational opportunities outside of the school day. The majority of our students are Socio-Economically Disadvantaged; however with the support provided by the school and district, our students perform well.

At Rand, we believe all students can learn at a high level. It is our goal to help our students achieve and to close the achievement gap by offering research-based, targeted intervention for all students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3		5		5		5		100
All Grades		5		5		5		100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3		*		*		*		*		*
All Grades	N/A	N/A		*		*		*		*

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3		*		*		*

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3		*		*		*

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3		*		*		*

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3		*		*		*

Conclusions based on this data:

1. Rand had five 3rd Grade students tested in the 2015-2016 school year. Due to the small sample of students tested, the results are not noted in this report.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3		5		5		5		100
All Grades		5		5		5		100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3		*		*		*		*		*
All Grades	N/A	N/A		*		*		*		*

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3		*		*		*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3		*		*		*

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3		*		*		*

Conclusions based on this data:

1. Rand had five 3rd Grade students tested in the 2015-2016 school year. Due to the small sample of students tested, the results are not noted in this report.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16

Conclusions based on this data:

1. There were no English Language Learners at Rand in 2015-16.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16

Conclusions based on this data:

1. There were no English Language Learners at Rand in 2015-16.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	59.0		
Met Target			

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	22.8	49.0				
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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 2015-16.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	306	307	352
Percent with Prior Year Data	100.0		100
Number in Cohort	306	307	352
Number Met	178	164	221
Percent Met	58.2	53.4	62.8
NCLB Target	59.0		
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	213	146	225	144	238	158
Number Met	42	69	49	54	69	77
Percent Met	19.7	47.3	21.8	37.5	29	48.7
NCLB Target	22.8	49.0				
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	Yes	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	Yes		N/A

Conclusions based on this data:

1. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based on this data the district will continue to provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based upon this data the district will provide targeted support to Long Term English Language Learners.

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: LEAP #1, State Priority #2-Implementation of Common Core State Standards
LEA GOAL:
Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
Provide an academic program fully aligned to the Common Core State Standards We will implement the Common Core State Standards by utilizing the District adopted curriculum of Treasures and Go Math! and by providing our staff with professional development opportunities aimed at helping them to maximize implementation of the CCSS.
Data Used to Form this Goal:
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
Findings from the Analysis of this Data:
Baseline data indicates Level 2 CCSS implementation in both ELA/ELD and math
How the School will Evaluate the Progress of this Goal:
Annual target for 2016 APS Rubric 3 for ELA/ELD and math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Common Core instructional materials	August - May	District Coaches; District Trainers; Principal; Staff	Principal and staff will attend grade level collaboration trainings.	None Specified	District Funded	
Adopt/Purchase Common Core instructional materials	November - December	Principal	Purchase 2 copies of "Understanding the Framework of Poverty"	4000-4999: Books And Supplies	Title I Part A: Allocation	80

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and implement Common Core common assessments	September - May	District Coaches; District Trainers; Principal; Staff	Principal and staff will attend grade level collaboration meetings.	None Specified	District Funded	
Identify best practices of CCSS	September - May	District Coaches; District Trainers; Principal; Staff	Principal and staff will attend grade level collaboration meetings.	None Specified	District Funded	
Identify and roll out resources and technological tools as needed	August - May	Principal; Staff	Purchase of Reading Eggs computer subscription to support reading instruction in grades K - 3 and ELD students.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	266
			Purchase Mathseeds to supplement the math curriculum.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	250
Provide Illuminate training/coaching support	August - May	District Coaches; District Trainers	Provide Illuminate training and coaching in regards to Benchmarks, Report Cards, Assessments, and Grade Books	None Specified	District Funded	
Provide Technology Support for Common Core Standards.	August - May	District Coaches	Technology support given by District Coaches.	None Specified	District Funded	
Support of Common Core Standards within the classroom with materials and supplies.	August - May	Principal; Staff	Teacher Supplies	4000-4999: Books And Supplies	General Unrestricted	400
Provide hands-on, supplemental learning field trip opportunities for our students due to our high number of Socioeconomically Disadvantaged (SED) students who have decreased opportunities for culturally enriching educational experiences.	ongoing	Principal; Staff	Transportation and Registration	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Professional Development opportunities and training in ways to supplement the Common Core Standards	August - May	Staff	Substitute	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	531
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	60
			Travel and Registration	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2000
			Purchase supplemental, professional development materials	4000-4999: Books And Supplies	Title I Part A: Allocation	432
			Paraprofessional Substitute	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	100
				3000-3999: Employee Benefits	Title I Part A: Allocation	30
Purchase supplemental, Fiction and Non-fiction materials	December - May	Principal; Staff	Supplemental books and magazines	4000-4999: Books And Supplies	Title I Part A: Allocation	500
Provide supplemental teaching materials.	ongoing	Principal; Staff	Supplemental materials	4000-4999: Books And Supplies	Title I Part A: Allocation	1000

Planned Improvements in Student Performance

School Goal #2

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: LEAP # 1 and #2, State Priority # 2 Implementation of Common Core
LEA GOAL:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
SCHOOL GOAL #2:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
Data Used to Form this Goal:
2016 SBAC Data
Findings from the Analysis of this Data:
In ELA, district wide, 42% of 3rd grade students met or exceeded standards. In math, district wide, 42% of 3rd grade students met or exceeded standards. District growth targets are to increase ELA and math performance for all students by 1% and subgroups (SED, EL, and SPED) by 2%.
How the School will Evaluate the Progress of this Goal:
Analysis of 2017 SBAC base to growth data and site benchmark data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide technology and Chromebook support and instruction for staff and students.	October - May	Principal; Staff	District Technology Coach provide support and training of the staff	None Specified	District Funded	
			Students receive strategies and instruction as to best use their Chromebooks in assessment situations	None Specified	District Funded	

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: LEAP #4, State Priority #1-Basic Services
LEA GOAL:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #3:
We will provide a safe, well-maintained, and adequately equipped school to ensure a positive learning environment.
Data Used to Form this Goal:
Spring 2016 District Student Survey results
Findings from the Analysis of this Data:
Data is used to create goals and to set targets as the district looks towards determining consistent survey instrument.
How the School will Evaluate the Progress of this Goal:
Annual Target for 2017

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate staffing needs.	August - May	Principal	Notification of staffing needs as the need arises			
Attend District Safety Committee Meetings for 2015- 2016 school year.	August - May	Principal	Principal will attend all monthly Safety meetings.			
Provide Custodial Supplies.	August - May	Principal; Custodian	Purchase custodial supplies	4000-4999: Books And Supplies	General Unrestricted	600

Planned Improvements in Student Performance

School Goal #4

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: LEAP # 4 , State Priority # 3 Parent Involvement
LEA GOAL:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments in order to represent the desire and the capabilities of our unique community.
SCHOOL GOAL #4:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
Data Used to Form this Goal:
Eight State Priority Metrics SSUSD Data Portrait/3 Year Data Trend Ongoing District Progress Reports
Findings from the Analysis of this Data:
Continue to maintain/improve opportunities for stakeholder engagement.
How the School will Evaluate the Progress of this Goal:
Analysis of opportunities for community input and educational advocacy at the site.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review student/staff/parent survey responses and discuss concerns	August - May	Principal; Staff	Review of surveys			
Develop and implement strategies to improve school connectedness	August - May	Principal; Staff	Meet to develop and implement strategies			
Promote school to home communication.	ongoing	Principal; Staff	Paper and toner for Newsletters and other correspondence with parents	4000-4999: Books And Supplies	Title I Part A: Allocation	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support family involvement with the school through programs such as Back to School Night, Open House, Holiday Programs, SSC, and Conferences.	ongoing	Principal; Staff	Light refreshments for parents	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	65
			Family Night Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	100
			Parent information and research nights	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	200
Celebrate accomplishments and positive behavior support			Purchase of supplies and materials for student recognition throughout the year. (attendance awards, behavior awards, and other student recognition awards)	4000-4999: Books And Supplies	Title I Part A: Allocation	400

Planned Improvements in Student Performance

School Goal #5

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: LEAP #2, State Priority #5, State Priority #6
LEA GOAL:
Annually increase percent of English Language Learners making progress in learning English to 60.5% by 2017 (AMAO 1-CELDT)
SCHOOL GOAL #5:
Annually increase percent of English Language Learners making progress in learning English
Data Used to Form this Goal:
2015 -2016 Annual AMAO 1 Results
Findings from the Analysis of this Data:
2015-2016 AMAO 1-CELDT: 53.4%
How the School will Evaluate the Progress of this Goal:
Annual target for 2016 - 2017: AMAO 1 CELDT: 60.5%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	August - May	District Trainers	Staff and principal will receive professional development training on ELA/ELD instructional models.	None Specified	District Funded	
Create and implement a school wide ELD plan.	August - November	Principal; Staff	Principal and staff will develop a school wide ELD instructional plan.			

Planned Improvements in Student Performance

School Goal #6

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:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #7

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:
LEA GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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 student achievement.
SCHOOL GOAL #1:
To support school goal #1 Implementation of Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District Project Teacher to support implementation of ELA Common Core State Standards.	2016-2017	T. Switzer J. Frisbee	Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	247.66
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	85.72

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Unrestricted	1,000.00	0.00
Title I Part A: Allocation	7,649.00	0.00
Title I Part A: Parent Involvement	65.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	1,000.00
Title I Part A: Allocation	7,649.00
Title I Part A: Parent Involvement	65.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Allocation	333.38

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	531.00
2000-2999: Classified Personnel Salaries	100.00
3000-3999: Employee Benefits	90.00
4000-4999: Books And Supplies	3,777.00
5000-5999: Services And Other Operating Expenditures	4,216.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	General Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	531.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	100.00
3000-3999: Employee Benefits	Title I Part A: Allocation	90.00
4000-4999: Books And Supplies	Title I Part A: Allocation	2,712.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	4,216.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	65.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,149.00
Goal 3	600.00
Goal 4	965.00

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
Beverly Ewbank	X				
Donnie Meech		X			
Dianne Maidment			X		
Nicholas Buffalo				X	
Yasmeen Din				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) 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 .

Attested:

Beverly Ewbank

Typed Name of School Principal

Beverly Anne Ewbank
Signature of School Principal

11-14-16

Date

Beverly Ewbank

Typed Name of SSC Chairperson

Beverly Anne Ewbank
Signature of SSC Chairperson

11-14-16

Date