

Rand Elementary School

37400 St. Elmo Street • Johannesburg CA, 93528 • (760) 499-1864 • Grades K-3
Beverly Ewbank, Principal
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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Sierra Sands Unified School District

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**Assistant Superintendent of Human
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Principal's Message

Welcome to Rand School, one of the few remaining one-room schoolhouses in California. We serve students in kindergarten through third grade. The school has 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 a library, lunchroom, and music room.

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.

Beverly Ewbank, PRINCIPAL

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (760) 499-1864.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	2
Gr. 1	5
Gr. 2	1
Gr. 3	1
Total	9

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	11.1
Asian	22.2
Filipino	0.0
Hispanic or Latino	0.0
Native Hawaiian/Pacific Islander	0.0
White	66.7
Two or More Races	0.0
Socioeconomically Disadvantaged	100.0
English Learners	0.0
Students with Disabilities	11.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Rand Elementary School	12-13	13-14	14-15
Fully Credentialed	1	1	1
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sierra Sands Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	202
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Rand Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	90.54	9.46
High-Poverty Schools	91.24	8.76
Low-Poverty Schools	89.58	10.42

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

We choose our textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School district holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	California Treasures (2008) Adopted in 2011
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Go Math! Houghton Mifflin Harcourt Adopted in 2014
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	California Science (2008) Adopted in 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	History-Social Science for California (2006) Adopted in 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

Buildings

Rand has been modernized. Our students have a classroom, a computer lab, and a multipurpose room. We use part of the multipurpose room as the school library. The physical layout of Rand's building allows great flexibility for student groupings and accommodates small-group and individual instruction. Our focus for the 2013–2014 school year was to be respectful and maintain the new improvements to our facility.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Library

A volunteer librarian maintains our library, which is located in our multipurpose room. Students participate in formal library time once a week. Students may also visit the library throughout the week to check out new books. At Rand we use Accelerated Reader from the Renaissance Learning Company, which challenges students to continually improve their reading skills.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 10-13-14

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	No apparent problems
Interior: Interior Surfaces	[X]	[]	[]	No apparent problems
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	No apparent problems
Electrical: Electrical	[X]	[]	[]	No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	No apparent problems
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	No apparent problems
Structural: Structural Damage, Roofs	[X]	[]	[]	No apparent problems

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10-13-14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		No apparent problems
Overall Rating	Exemplary	Good	Fair	Poor	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	[X]	[]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science				69	68	66	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA				54	59	59	54	56	55
Math				52	53	54	49	50	50
HSS				48	54	56	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide			
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced		
	Science (grades 5, 8, and 10)		
All Students in the LEA			
All Student at the School			
Male			
Female			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Students Receiving Migrant Education Services			

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

We welcome Rand parents to participate in their children's education. Since our student population is so small, we do not have a formal PTO. Instead, we have parents who help at school when we need their support. Our parents help with special projects in the classroom, supervise on field trips, and provide supplies for classroom projects. Parents serve on Rand's School Site Council and attend special school functions. In addition to parent volunteers, there are community members who enjoy volunteering their time to support our school. Please call Rand's office at (760) 499-1864 to find out more about the school, our activities, and volunteer opportunities.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Rand School is a small school where students feel safe. We ensure student safety by enforcing school rules, using school routines, and holding regular safety drills. Our safety plan is updated annually. During the school day all doors to the school are locked and visitors must ring a doorbell to gain entry to our school.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	9.3	8.8	7.7
Expulsions Rate	0.2	0.5	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist	0.0
Other	.4375
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.		5	2		1	1						
Gr. 1			5			1						
Gr. 2		3	1		1	1						
Gr. 3		2	1		1	1						

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$34,782	\$38,920
Mid-Range Teacher Salary	\$56,710	\$59,803
Highest Teacher Salary	\$76,832	\$78,096
Average Principal Salary (ES)	\$93,365	\$95,836
Average Principal Salary (MS)	\$95,932	\$99,849
Average Principal Salary (HS)	\$105,597	\$107,599
Superintendent Salary	\$142,368	\$151,912
Percent of District Budget		
Teacher Salaries	34	37
Administrative Salaries	5	6

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	19055	96	18959	63394
District	♦	♦	4566	\$59,464
State	♦	♦	\$4,690	\$63,037
Percent Difference: School Site/District			315.2	6.3
Percent Difference: School Site/ State			242.4	0.4

Types of Services Funded at Rand Elementary School

Community members help Rand School raise funds for field trips, enrichment activities, and student recognition awards. Community members donate funds to help the school.

Our main source of supplementary funding comes from the federal government in the form of Title I funding, which is used to support our library and technology and to provide supplementary learning materials.

Professional Development provided for Teachers at Rand Elementary School

Rand School's teacher and administrator participate in training days each year to learn new instructional skills, to discuss new instructional resources or technology, or to learn how to more efficiently differentiate (customize) instruction. They also attend out-of-district training sessions or conferences. The district offered various staff development opportunities in 2013-14, including training to help teachers strengthen their understanding and teaching of the CCSS. Due to this collaborative effort district-wide, teachers are able to reflect on student achievement through the use of data from the Illuminate database. This was done by grade level. Regular onsite collaborative meetings were also held. Our teacher takes advantage of district training and support.