

# The Single Plan for Student Achievement

**School:** Rand Elementary School  
**CDS Code:** 15-73742-6009971  
**District:** Sierra Sands Unified School District  
**Principal:** Beverly Ewbank  
**Revision Date:** December 5, 2014

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 January 15, 2015.**

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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 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**

Rand School is 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 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.

### 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 (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.

### 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 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, 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  
  6   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. 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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		--			--		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	--			--			100	100		--		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	75	100		67	100		--			--		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	--			--			75	100		--		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
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 (Annual Assessment) Results

Grade	2013-14 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	2013-14 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 2013-14.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	56.0	57.5	59.0
Met Target			

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	20.1	45.1	21.4	47.0	22.8	49.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate			
Met Percent Proficient or Above			
<b>Mathematics</b>			
Met Participation Rate			
Met Percent Proficient or Above			

#### Conclusions based on this data:

1. There were no English Language Learners at Rand in 2013-14.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	358	321	306
Percent with Prior Year Data	99.7	100.0	100.0
Number in Cohort	357	321	306
Number Met	213	173	178
Percent Met	59.7	53.9	58.2
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	253	167	231	145	213	146
Number Met	57	81	51	71	42	69
Percent Met	22.5	48.5	22.1	49.0	19.7	47.3
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>

#### Conclusions based on this data:

- 2013-14 data indicates that the district did not meet its AMAO 1 and AMAO 2 targets for annual growth, but did meet AMAO 3 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:

<b>SUBJECT: LEAP #4, State Priority #1-Basic Services</b>
<b>LEA GOAL:</b>
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
<b>SCHOOL GOAL #1:</b>
We will provide a safe, well-maintained, and adequately equipped school to ensure a positive learning environment.
<b>Data Used to Form this Goal:</b>
Spring 2014 District Student Survey results
<b>Findings from the Analysis of this Data:</b>
District Survey data indicates that 40% of students agree that schools are clean, safe, and in good condition.
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual Target for 2015
Increase student survey results to 43% agree

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Collaborate with district personnel to communicate staffing needs.	August - May	Principal	Notification of staffing needs as the need arises		
Attend all District Safety Committee Meetings for 2014 - 2015 school year.	August - May	Principal	Principal will attend all monthly 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 #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:

<b>SUBJECT: LEAP #1, State Priority #2-Implementation of Common Core State Standards</b>	
<b>LEA GOAL:</b>	
Provide an academic program fully aligned to the Common Core State Standards	
<b>SCHOOL GOAL #2:</b>	
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.	
<b>Data Used to Form this Goal:</b>	
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)	
<b>Findings from the Analysis of this Data:</b>	
Baseline data indicates minimal (Rubric 1) CCSS implementation in ELA/ELD and math	
<b>How the School will Evaluate the Progress of this Goal:</b>	
Annual target for 2015 APS Rubric 2	

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



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Adopt/Purchase Common Core instructional materials	November - December	Principal	Purchase 1 copy of the book "Text Dependent Questions, Grades K-5: Pathways to Close and Critical Reading" by Douglas Fisher. (Professional Development)  Purchase 1 copy of the book "The Classroom Management Book" by Harry Wong. (Professional Development)	4000-4999: Books And Supplies  4000-4999: Books And Supplies	Title I Part A: Allocation  General Unrestricted
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	Research of Reading Eggs computer subscription to support reading instruction in grades K - 2 and ELD students.		
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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Support of Common Core Standards within the classroom with materials and supplies.	August - May	Principal; Staff	Teacher Supplies	4000-4999: Books And Supplies	370
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	1000
Provide Professional Development opportunities and training in ways to supplement the Common Core Standards	August - May	Staff	Substitute	1000-1999: Certificated Personnel Salaries	200
				3000-3999: Employee Benefits	60
			Travel and Registration	5000-5999: Services And Other Operating Expenditures	1000
			Purchase supplemental, professional development materials	4000-4999: Books And Supplies	350
			Paraprofessional Substitute	2000-2999: Classified Personnel Salaries	100
Purchase supplemental, Non-fiction materials	December - May	Principal; Staff		3000-3999: Employee Benefits	30
			Supplemental Non-fiction books and magazines	4000-4999: Books And Supplies	1113
Provide supplemental teaching materials.	ongoing	Principal; Staff	Web-based materials to supplement instruction	4000-4999: Books And Supplies	1000
			Supplemental materials	4000-4999: Books And Supplies	220

## 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:

<b>SUBJECT: LEAP #1, #3, #5, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access</b>	
<b>LEA GOAL:</b>	
Reduce rate of students receiving a D or F in a core course	
<b>SCHOOL GOAL #3:</b>	
Not Applicable for Elementary	
<b>Data Used to Form this Goal:</b>	
<b>Findings from the Analysis of this Data:</b>	
<b>How the School will Evaluate the Progress of this Goal:</b>	

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 #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:

<b>SUBJECT: LEAP #4, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access</b>	
<b>LEA GOAL:</b>	
Improve school connectedness and school climate for students	
<b>SCHOOL GOAL #4:</b>	
We will promote a positive school climate and encourage students connectedness and parent involvement.	
<b>Data Used to Form this Goal:</b>	
2014 District Student Survey 2012-13 Data: Suspension Rate Expulsion Rate Attendance Rate Dropout Rate Graduation Rate	
<b>Findings from the Analysis of this Data:</b>	
District Survey data indicates that 60% of students agree that they look forward to coming to school each day. 2014 District Student Survey 2012-13 Data: Suspension Rate: 8.8% Expulsion Rate: 0.5% Attendance Rate: 95% Dropout Rate: 1.0% Graduation Rate: 92.7%	

### How the School will Evaluate the Progress of this Goal:

#### Annual Targets for 2015

District Survey data indicates that 60% of students agree that they look forward to coming to school each day. 2014 District Student Survey

2012-13 Data:

Suspension Rate: 6.8%

Expulsion Rate: 0.4%

Attendance Rate: At or above 95%

Dropout Rate: Decrease or maintain 1.0%

Graduation Rate: 93.7%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Review student/staff/parent survey responses and discuss concerns	August - May	Principal; Staff	Review of surveys		Amount
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
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 Family Night Supplies	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I Part A: Parent Involvement 68 Title I Part A: Allocation 50

## 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:

<b>SUBJECT: LEAP #2, State Priority #5, State Priority #6</b>	
<b>LEA GOAL:</b>	
Annually increase percent of English Language Learners attaining English proficiency to 25.1% by 2017 (AMAO 2-CELDT)	
<b>SCHOOL GOAL #5:</b>	
We will provide all English Learners integrated and targeted instruction daily at their appropriate levels, while providing access to ELA and Math Intervention programs.	
<b>Data Used to Form this Goal:</b>	
2012-13 Annual AMAO 2 (CELDT) Results	
<b>Findings from the Analysis of this Data:</b>	
2012-13 AMAO 2-CELDT: 22.1%	
<b>How the School will Evaluate the Progress of this Goal:</b>	
Annual target for 2015: AMAO 2-CELDT: 23.1%	

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

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	0.00
Title I Part A: Allocation	5,358	0.00
Title I Part A: Parent Involvement	68	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	1,000.00
Title I Part A: Allocation	5,358.00
Title I Part A: Parent Involvement	68.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	200.00
2000-2999: Classified Personnel Salaries	100.00
3000-3999: Employee Benefits	90.00
4000-4999: Books And Supplies	4,036.00
5000-5999: Services And Other Operating Expenditures	2,000.00

## 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	200.00
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	2,968.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	2,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	68.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	600.00
Goal 2	5,508.00
Goal 4	318.00

## 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dianne Maidment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Luci Meech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yasmeen Din	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nicholas Buffalo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Judy Dietrichson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nina Shushinsky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhonda Strahl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Beverly Ewbank	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category:</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>6</b>	

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 December 4, 2014.

Attested:

Beverly Ewbank

Typed Name of School Principal

*Beverly Anne Ewbank*

Signature of School Principal

12-5-14

Date

Nicholas Buffalo

Typed Name of SSC Chairperson

*Nicholas Buffalo*

Signature of SSC Chairperson

12/9/14

Date

## **Title I School-Level Parental Involvement Policy Rand Elementary School 2014-15**

Rand Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Parents and other school site members are asked to preview the policy and come prepared to give input for revisions to the policy. Following the approval of the School Site Council, the policy is printed and distributed at the next School Site Council meeting which is open to the public. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program at Rand Elementary School, the following practices have been established:

**The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.**

- *Parents of Title I student are invited to attend the first Title I meeting of the school year. A flyer is sent out which states the date, location, and time of the annual Title I meeting.*
- *At the annual Title I Parent Meeting, parents are invited to request more Title I parent meetings. Days and times are discussed. In addition, parents are encouraged to attend the School Site Council meetings to further learn about Rand programs and for parents to express continuing input concerning academic programs. Parents are also encouraged to feel comfortable to communicate with their child's teacher concerns about their child's progress.*

**The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.**

- *All parents are invited to attend the School Site Council meetings which are held four to five times throughout the school year. Parents are informed of the meeting dates via Newsletters, Rand Web Site, and posting of meeting notices in the office. The agenda is posted in the school office at least 72 hours in advance of the meeting.*
- *Title I parents are invited to request a Title I meeting. This is announced at the annual Title I parent meeting.*

**The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. The planning, review, and improvement of Title I programs is discussed at the School Site Council meetings which are held four to five times throughout the school year. The posted School Site Council agenda notifies parents when the Title I programs will be discussed and when the parent involvement policy will be reviewed for revisions. The members of the School Site Council, which includes representation of Title I students, are given a copy of the current policy for review and asked to come prepared with suggestions to improve the policy.**

- *Parents of Title I students are provided timely information about Title I programs at:*
  - *Parent Teacher Conferences*
  - *Title I Parent Meetings*
  - *School Site Council Meetings*
  - *English Learner Advisory Committee Meeting*

**The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet at:**

- *Back to School Night*
- *Parent Conferences*
- *Student Study Teams*
- *School Site Council Meetings*
- *English Learner Advisory Committee (ELAC) Meetings*
- *School Plan for Student Achievement*

**If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.**

- *All parents are welcome and invited to attend the School Site Council meetings which are held 4-5 times throughout the school year. SSC meetings are announced at the school office via postings and an agenda is posted 72 hours prior to the meeting*
- *All parents are encouraged to request a meeting with their child's teacher at any time throughout the school year. A meeting can be requested via a phone call, email, or letter.*
- *Parent conferences are especially designed to address student needs. Formal Parent conferences occur two times per school year (November and March as needed). At least one week prior to the scheduled conferences, a notice is given to the students to give to their parents. These notices are provided in English and Spanish. Parents can request a translator if needed. Parents are also reminded of parent conferences via Newsletters and the Rand Web Site. If a parent cannot attend a meeting, a phone conference is encouraged. On some occasions, teachers will reschedule a parent conference to meet the parent's needs.*
- *Parents and staff can request a Student Study Team meeting to discuss student concerns.*
- *Scheduled meetings are planned for students with Individual Educational Plans (IEPs) and/or 504 Plans.*