

The Single Plan for Student Achievement

School: Newberry Springs Elementary School
CDS Code: 36-73890-6035406
District: Silver Valley Unified School District
Principal: Heidi D. Chavez
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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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School Vision and Mission

Newberry Springs Elementary School's Vision and Mission Statements

Our Mission at Newberry Springs Elementary School is a community of optimal learning for every student by Name, by Need, and by Skill. Through staff collaboration we will work together to promote a respectful, responsible and safe learning environment for all students.

Vision

All students at Newberry Springs Elementary School will be respectful and responsible students who strive to learn and grow into productive citizens in our community.

School Profile

Newberry Springs Elementary School is a rural school serving 111 Transitional Kindergarten through 5th grade students, with one pre-school program—Head Start serving 32 students. Ninety-Five percent of the students are bussed and Ninety-three percent (93%) of the students qualify for the Free or Reduced Lunch Program. Forty-six percent (46%) of our students are Hispanic, of which seventeen percent (17%) are English Language Learners.

The Newberry Springs Elementary School staff is composed of eight (8) fully-credential classroom teachers, an administrator, six (6) Categorical Classified Aides, one (1) Special Education Instructional Aide, a school Secretary, a library media-tech, one (1) full day custodian, a part-time night custodian, a part-time Health Clerk, three (3) food service workers and a shared Response to Intervention teacher, a music teacher and physical education teacher from Yermo School.

The average parent education level, where 1 represents “not a high school graduate” and 5 represents “graduate student”, is 2.25. Sixty-nine (69%) percent of our parents are a high school graduate or lower.

Our school demographics include 5% African American, 46% Hispanic or Latino (of which 19 are English Language Learners), 43% Caucasian, 1% Asian, 1% Pacific Islander and 4% Native American.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Newberry Springs Elementary School we survey parents every other year. Surveys were completed during the 2013-2014 school year. The following are the results.

Student Survey

1. When asked, at my school, there is a teacher or some other adult who really cares about me? 81% of the student's surveyed feel there is an adult on campus that really cares for them. Another 17% feel this to be a little true.
2. When asked, is there a teacher or some other adult who tells you when you are doing a good job? 80% of the student's surveyed are told by an adult they are doing a good job. Another 15% feel this to be a little true.
3. When asked, is there a teacher or some other adult who believe that you will be a success? 75% of the student's surveyed believe an adult on campus believes they will be successful. Another 18% feel this to be a little true.
4. When asked, are you happy to be at this school? 85% of the student's surveyed stated they strongly agree or agree with this question. Another 12% neither agreed nor disagreed with this statement.

5. When asked, do you feel like you are a part of this school? 80% of the student's surveyed feel to be a part of the school. Another 11% neither agreed nor disagreed with this statement.
6. When asked, do you feel the teachers and other adults treat students fairly at this school? 79% of the student's surveyed feel the adults treat students fairly. Another 15% neither agreed nor disagreed with this statement.
7. When asked, do you feel safe at this school? 73% of the student's surveyed feel they are safe at school. While another 26% feel they are safe most of the time.
8. When asked, do you feel safe riding the bus? 76% of the student's surveyed feel safe riding the bus. Another 22% of the students stated most of the time they feel safe on the bus.
9. When asked, does your teaching make learning interesting? 82% of the student's surveyed stated their teachers make learning interesting. While another 17% stated most of the time.
10. When asked, are assemblies, field trips and other activities important at the school? 86% of the students strongly agreed or agreed. Another 8% neither agreed nor disagreed.
11. When asked, do you know who your principal is? 100% of the student's surveyed knew their principal.
12. When asked, do you see the principal in your classroom? 99% of the student's surveyed stated they see the principal some of the time or more in their classroom.
13. When asked, would you recommend Newberry Springs Elementary School to other kids? 86% of the student's surveyed stated yes they would recommend their school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the academic school year the school and district administration continually walk through to observe classrooms. During the walk through observations, Silver Valley district administration discuss the needs of each teacher and the students who are in each classroom. At the school level, the administrator also holds Student Monitoring conferences with each certificated teacher to see how individual students are succeeding in and out of the classroom. During the student monitoring conferences, teachers discuss with the principal the academic success and struggles as well as, the social/emotional and behavioral success and struggles each student is exhibiting in and out of the classroom.

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

Credentialed teachers are expected to familiarize themselves with the District Wide Blueprint Assessment, DRA2, Successmaker, Waterford Early Learning program, STAR Reading and STAR Math student achievement data related to their classes. Teachers will continue to use this information to target instruction. Student achievement test scores are also used to identify students for placement in academic intervention or enrichment groups using Response to Intervention and Instruction designated instruction time.

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

Certificated teachers are expected to use several student based operating systems to gather educational information on each student by Name, by Need, and by Skill. Students use Success Maker computer program in Mathematics and English Language Arts, students are given the DRA2 reading assessment, and STAR Reading and STAR Math computer programs. All of this data is used for student placement within the classroom and our "push-in" Response to Intervention Model. Teachers also gather information from our Data Base System within Illuminate using the following assessment data; District Wide Blueprint Assessments and CELDT information to also help determine placement and modify instruction.

Staffing and Professional Development

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

All certificated staff have met the No Child Left Behind requirements of being a highly qualified teacher. All classified instructional aide staff members have passed the necessary requirements and testing to be highly qualified to work with students. Silver Valley Unified School District Human Resource Department works extremely hard to ensure every member of the Silver Valley team has met all requirements to qualify as highly qualified staff.

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

At Newberry Springs Elementary School, there is one teacher per grade level in grades Transitional Kindergarden through 5th. There is one Resource Specialist Program (RSP) teacher for students with special needs. There is one part day Response to Intervention Teacher, one shared Music Teacher, and one shared Physical Education teacher. All three teachers are shared with another school in the Silver Valley District. All teachers receive professional development yearly in Mathematics and English Language Arts which also includes writing.

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

Staff development is focused on becoming a professional learning community (PLC). Newberry Springs Elementary School arranges its academic instructional program around four essential components and the Dufour's four questions.

1. What is it we want our students to know?
2. How will we know if they have learned it?
3. What will we do if they do not know it?
4. What will we do if they already know it?

By focusing on these four questions the site and district have framed what is important to each student. We can answer these four questions using the following essential components: High Quality Standards-Based Instruction, Universal Access, Academic Safety Nets, and Social/Emotional Safety Nets.

Through Response to Intervention at Newberry Elementary School, we are ensuring each child receives the time and support needed to achieve academic success. While using the book Simplifying Response to Intervention Four Essential Guiding Principles by Austin Buffum, Mike Mattos, and Chris Weber our staff is using the following four essential guiding principles.

1. Collective Responsibility
2. Concentrated Instruction
3. Convergent Assessment
4. Certain (guarantee) Access

These questions are a guide to hold every person on campus responsible for ensuring ALL students are learning, ALL students are being given targeted instruction, ALL students will have the same access to academic materials, computer technology and access to celebrating their successes. Not only does this resource (book) address academic interventions but also behavioral interventions. Through these questions we are taking teaching and learning above and beyond. Today's students are moving beyond the basics and embracing the 4 C's - "super skills" for the 21st century! The 4 C's include Communication, Collaboration, Critical Thinking and Creativity.

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

Along with the professional development offered to all teachers through our partnership with Pearson, there are several content experts who work alongside the teachers to help with any concerns they may have. These content experts have helped whenever the teachers need it. There has also been Professional Development training with Renaissance Learning (STAR Enterprise - Early Literacy, Reading and Math), Read 180 Enterprise, System 44 Enterprise, Singapore Math Strategies in Number Sense, Model Drawing and Fractions.

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

With only one teacher per grade level at Newberry School the teachers collaborate vertically. They are able to collaborate by grade level with other schools within the Silver Valley Unified School District. There are district wide collaboration dates set aside in the calendar.

Teaching and Learning

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

As a district the teachers worked together to create pacing guides and lesson plans based on the curriculum adopted by Silver Valley Unified School District.

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

Teachers at Newberry Springs Elementary School turn in their academic schedule on a yearly basis to the principal of the school to ensure instructional minutes are being met in reading, language arts, and mathematics. Time is also embedded into the instructional day for Response to Intervention for all students for intensive instruction or for enrichment depending on student needs.

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

Through our Response to Intervention time of forty-five minutes a day four days a week teachers are meeting the needs of students based on struggles teachers see in the classroom with lessons, Success Maker, Waterford, and Accelerated Math and Reading.

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

Adopted instructional materials including textbooks are purchased according to the state textbook adoption cycle. The district office provides full funding for all adopted material. Additional supplemental materials are purchased using site funds.

The Silver Valley Unified School District textbook adoption policy is followed including review and recommendation by a site committee of parents and teachers, review and recommendation by the District Curriculum and Instruction Committee, public inspection, and School Board review and adoption.

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)

Our district adoption in Mathematics is McMillian McGraw Hill. Our district adoption in English Language Arts is Pearson Reading Street. All of these materials are aligned to the California State Content Standards. With these materials are added resources for English Language Development and for Strategic Interventions for struggling students. There are also bridge materials that meet the needs of the Common Core State Standards with the 21st learning skills.

Opportunity and Equal Educational Access

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

Through our Response to Intervention time of forty-five minutes a day four days a week teachers are meeting the needs of students based on struggles teachers see in the classroom with lessons, Success Maker, Waterford, and Accelerated Math and Reading. For our special education students they receive the forty five minutes of Response to Intervention time along with pull out time with the Resource Specialist.

14. Research-based educational practices to raise student achievement

Our Response to Intervention program was adopted and implemented from a research based program. We are also using Scholastic Read 180 and System 44 program to help special education, English Language Learners and struggling students with their reading.

Parental Involvement

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

At Newberry Springs Elementary School we have an after school tutoring program to meet the needs of under-achieving students in literacy and mathematics. We also offer extra curricular activities for students such as cooking, sewing, art, sports, music and computers. We also have two girl scout troops that meet at Newberry Springs Elementary School once a week. Our students also can participate in the AWANA's program in which our students can take the bus to the program every week after school. Our parent-teacher organization helps to bring outside programs to our school for enrichment activities.

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)

At Newberry Springs Elementary School our School Site Council meets monthly to discuss the Single Plan for Student Achievement and how will continue to meet the needs of our students academically and financially. We also have a Site Strategic Planning Team which meets yearly to discuss the needs of the school and students. The Site Strategic Planning Team brings forward recommendations to the site administrator and staff.

Funding

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

Through our categorical funds Newberry Springs Elementary School is able to fund four Categorical Instructional Aides to help assist teachers with underperforming students and also to help with our Response to Intervention program.

18. Fiscal support (EPC)

Our school site funding is spent on student needs for staffing, materials and supplies.

Description of Barriers and Related School Goals

Newberry Springs Elementary School community is a high socioeconomically disadvantaged population as determined by the Free and Reduced Lunch Applications, which is 93% of our total student body. Our average daily attendance is 97%, while this is a significant number for our attendance we also know when students are not in school they are not learning. It is a continual goal of the Newberry Springs Elementary School staff to get our average daily attendance percentage even higher. Challenging students and parents to value education by holding their own high expectation of school and the benefits of learning. Parent education levels impact student performance as parents do not have the ability to lead academic support for students at home. Parent involvement at the school site is also affected by the parents education level. Parents do not feel comfortable enough for them to volunteer in their child's classroom because they do not feel they were successful in school. At Newberry Springs Elementary School the staff

continues to hold parent nights to get parents the support they need to help their children at home. Through our school library data system, we can check out books and resources for parent use. There is just not enough time in the school day for everything the teachers, support staff and the principal would like to accomplish.

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	85	80		38	30		4	4		0	0	
Growth API	810	809		826	833							
Base API	823	810		815	827							
Target	A	A										
Growth	-13	-1										
Met Target	Yes	Yes										

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	39	42		14	14		72	68		9	23	
Growth API	783	787		741	835		804	799			699	
Base API	824	784		842	741		820	804		712		
Target							A	A				
Growth							-16	-5				
Met Target							Yes	No				

Conclusions based on this data:

1. Newberry Springs Elementary School students are making significant progress toward reaching proficiency on California's academic content standards. As you can see from the charts above Newberry Springs Elementary School remained the same in growth from the 2011-2012 and 2012-2013 school years. The school received a score of 810 in both academic years. All Academic Performance Index requirements were met. Annual Measurable Objectives (AMOs) were met in both English Language Arts and Mathematics, through Safe Harbor criteria. Newberry Springs Elementary School met 5 out of 5 Annual Yearly Progress criteria.

2. Newberry Springs Elementary Schools' goal was very specific. Through student monitoring conferences teachers identified students who were struggling in English Language Arts and Mathematics. These students were assigned a specific goal to address their individual needs by content standards in math and English Language Arts. The following is a summary of those meetings: Teachers identified students with the greatest need for intervention. These students received intensive instruction in both math and English Language Arts. Students needs were identified through Blueprint Assessments, DRA, and cumulative assessments. Students' assessments were analyzed by content standard strands. All students were placed in small groups based on those strands. Enrichment and intensive intervention were administered during their Response to Intervention session. Some students were also required to attend math club or reading club for extra support. Students with the most need in Reading were assigned additional time on Waterford Early Reading Program or Success Maker depending on level/ability of the student. Some students in the Resource Specialist Program receiving Special Education Services were also given reading support using the System 44 Scholastic program.
3. <http://api.cde.ca.gov/Acnt2013/2013GrowthSch.aspx?allcds=36738906035406>
<http://api.cde.ca.gov/Acnt2013/2013APRSchAYPReport.aspx?allcds=36738906035406>

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		100	100		--		
Number At or Above Proficient	45	47		22	18		--			--		
Percent At or Above Proficient	52.9	58.8		57.9	60.0		--	--		--	--	
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		100	100		100	100		100	100	
Number At or Above Proficient	17	23		5	8		38	39		--	8	
Percent At or Above Proficient	43.6	54.8		35.7	57.1		52.8	57.4		--	34.8	
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. Writing Strategies continue to be an area of concern based on the California State Standardized Testing and Reporting results from Spring 2012-2013. In Professional Learning Communities, the principal and teachers discussed Kindergarten, 1st grade and 2nd grade grammar and writing strategies to help the learning process early on. Using Pearson Digital programs, we have placed a stronger emphasis in small Response to Intervention groups to hone in on these skills. We continue to make writing a priority with daily quick writes and weekly writing lessons.

Reading is always an emphasis at Newberry Springs Elementary School. Vocabulary and comprehension is a focus for not only our English Language Learners but our Basic and below students. We have one hundred percent of staff participation in forming small groups based on individual student needs. We used leveled content readers from Pearson to reinforce vocabulary, comprehension and a weekly skill that was previously taught by the teacher.

2. English Language Learners (ELLs) were specifically grouped by name, by need and by skill to receive reinforcement using Pearson English Language Learner materials. Using cluster analysis graphs in OARS, we are able to disaggregate the data to address the concerns of our English Language Learner population of which 5 scored in basic and 1 scored below basic on the English Language Arts CST.

All Far Below Basic and Special Education students were supported with the Pearson K-4 intervention kits. Students also received extra assistance by giving them more time with the Success Maker and Waterford Early Reading Programs. These were in place to help assist struggling students in reading a comprehension skills.

3. Advanced and Proficient students are challenged through accelerated Reader, Pearson challenge materials, special projects (such as Social Studies time-line, writing contests) and Gifted and Talented Education Icons of Depth and Complexity. One hundred percent of Newberry Springs Elementary School teachers are GATE certified.

Through the alignment of pacing guides and the Silver Valley Unified School District Blueprint Assessments to the State Content Standards and our Silver Valley Unified School District adopted curriculum, we are better able to address the needs of all students to meet the State Standards. Also, by implementing a Response to Intervention Program which meets the needs of all students at Newberry Springs Elementary School we are able to see positive growth in student learning.

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	100	99		100	100		100	100		--		
Number At or Above Proficient	52	51		25	21		--			--		
Percent At or Above Proficient	61.2	64.6		65.8	70.0		--	--		--	--	
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	No	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	100	98		100	100		100	99		100	100	
Number At or Above Proficient	22	26		7	9		44	41		--	12	
Percent At or Above Proficient	56.4	63.4		50.0	64.3		61.1	61.2		--	52.2	
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. In Newberry Springs Elementary School Professional Learning Community (PLC) we looked at the scores of individual math students. We quickly realized that students who scored below proficient did not know their basic math facts - addition and subtraction in 2nd and 3rd grades and multiplication and division facts in 3rd, 4th, and 5th grades. Another area of concern is word based math problems. Students who are low in reading struggle in the area of word problems. Students need to be taught the academic vocabulary for word problems i.e.: more than, less than, or difference.
2. There are several ways the Staff of Newberry Springs Elementary School is addressing our findings with the individual Math scores on the CST. Through our Response to Intervention process our teaching staff and instructional aides are working with students in small group settings to teach them these essential learning's (basic math facts and word problem vocabulary). The NSES staff is teaching students multiple ways to learn how to add, subtract, multiply and divide. The staff has also been working with the staff of our ASES grant STAR Education after school program to help target interventions with their mathematics and English Language arts curriculum. We've also involved parents by sending home flashcards (made by students) and asking the family to practice with the student. We have placed a strong emphasis no manipulatives in our small tutoring groups to foster deeper understanding of math processes.

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
	#	%	#	%	#	%	#	%	#	%	#
K	0	0	2	33	3	50	0	0	1	17	6
1	***	***	***	***	***	***	***	***	***	***	3
2	***	***	***	***	***	***	***	***	***	***	2
3	2	33	1	17	2	33	1	17	0	0	6
4	0	0	1	20	3	60	0	0	1	20	5
5	***	***	***	***	***	***	***	***	***	***	1
Total	5	31	5	31	6	38					16

Conclusions based on this data:

1. Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks ***).

As you can see from the data of our CELDT testing, our students progress at a good rate with their English learning skills. Kindergarten is newly exposed to the English Language when they come to us but by the time they are getting ready to leave, students are right where they need to be in order to be successful in school. We do have some students who take a little longer to learn the English language. Our teachers continue to work towards developing the students English language skills.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	20	18	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	20	18	
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	23	1	17	5		
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
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. At Newberry Springs Elementary School our teaching staff takes pride in working with our English Language Population. They strive to ensure students are understanding not only the language but also the meaning of the vocabulary. Our students work hard to learn the English Language and will spend their extra time during recesses and after school to work with their teacher on their Language Skills. All students take pride in making sure they are taking the CELDT assessment seriously.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	79	80	
Percent with Prior Year Data	98.7	100.0	
Number in Cohort	78	80	
Number Met	51	60	
Percent Met	65.4	75.0	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	

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	84	31	69	28		
Number Met	28	13	32	16		
Percent Met	33.3	41.9	46.4	57.1		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	No	Yes	Yes*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Met Target for AMAO 3	Yes	Yes	

Conclusions based on this data:

- 1.

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:

<p>SUBJECT: Mathematics and English Language Arts through Basic Services</p>
<p>LEA GOAL:</p> <p>I. Curriculum: We will implement a balanced curriculum with clear, consistent expectations and accountability for all students to learn. This will include fully credentialed teachers, instructional materials that align with state standards, and safe facilities.</p> <p>Goal 1: Students will show mastery of essential standards in reading, writing, and mathematics.</p>
<p>SCHOOL GOAL #1:</p> <p>ALL students will participate in the Response to Instruction and Intervention through in class instruction using a “push-in” model utilizing instructional aides to deliver specialized academic instruction that improves and enhances student achievement.</p> <p>Students will use technology in order to participate in the Waterford Early Learning programs in grades K-2 and Success Maker Digital Learning programs in grades K-5. Students will also be monitored and supported using the Renaissance Learning Enterprise Editions of Early Literacy, Reading and Mathematics.</p> <p>Implement, monitor and support tiered instruction so that student achievement meets or exceeds the expectations of the Silver Valley Unified School District, the County of San Bernadino, the State of California and the Federal Government.</p> <p>LCAP Alignment: Student Achievement, Technology, and Parent/Student Support</p> <p>State Priorities: 1 - Basic Services, 2 - Implementation of Common Core State Standards, 3 - Parent Involvement, 4 - Student Achievement, 7 - Access to a Broad Curriculum</p>
<p>Data Used to Form this Goal:</p> <p>The data used from Blueprint Assessments, OARS reports, DRA2 results aligned with our Site/District SMART Goals has proven to be an effective data source to know where the students of Newberry Springs Elementary School are in comparison to the California State Standards Tests.</p>
<p>Findings from the Analysis of this Data:</p> <p>Our goal of increasing proficiency in English Language Arts and Mathematics will continue to meet and exceeding the Standards.</p>
<p>How the School will Evaluate the Progress of this Goal:</p> <p>Quarterly SMART goals, Blueprint data, Illuminate reports, DRA2 results, STAR Reading results, STAR Math results, Early Literacy results, Success Maker scores, Waterford scores, PLC Collaboration minutes from meetings, and teacher made tests.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Disaggregate scores by student name, by need, and by skill Assign student to intervention group by need through Progress Monitoring of all students.	Aug 2014 – May 2015	Teachers Principal	Copy Paper Ink Reproducibles Index Cards Lamination White Board Markers	4000-4999: Books And Supplies	Unrestricted	500
Student progress monitoring will occur in classrooms, monitored by teachers. Student monitoring conferences will take place between the teachers and the principal and between the principal and Assistant Superintendent of Ed. Services	Sept 2014 – May 2015	Teachers Principal Assistant Superintendent of Educational Services	Guest Teachers to meet with the Principal	5000-5999: Services And Other Operating Expenditures	Unrestricted	480
Title I Categorical Classified Aides hired year to year will provide instructional support and intervention (year to year time period begins on October 1, 2013 and ends September 30, 2015)	Aug. 2014 – Sept 2015	Principal Assistant Superintendent of Business Services	Salary and Benefits	2000-2999: Classified Personnel Salaries	Title I	105445
Determine intervention curriculum based on District Blueprints and other student support data.	Aug 2014 – May 2015	Teachers Principal	Time Copy Paper Ink	4000-4999: Books And Supplies	Unrestricted	500
STAR Enterprise Reading, Early Literacy and Math assessment and ongoing goal setting will be used in grades K-5 to increase and support student achievement in literacy	Aug 2014 – May 2015	Technology Department Teachers Principal	RenPlace Licensing	5000-5999: Services And Other Operating Expenditures	Unrestricted	3500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continue ongoing staff trainings: Pearson Reading Street and writing strategies DRA2 Waterford Early Learning Program (grades K-2 teachers) Success Maker: Digital Learning (grades K-5 teachers) Open a World of Learning (OWL) training for Transitional Kindergarten teacher STAR Enterprise Reading, Math and Early Literacy Singapore Math trainings ESGI Program for Kindergarten Report Cards Trainings to be provided for every teacher on campus during PLC Wednesdays Principal will monitor training is completed and implemented</p>	Aug 2014 – May 2015	Teachers Principal Assistant Superintendent of Educational Services	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	District Funded	6000
<p>Continue RtI – Response to Intervention push-in model Progress Monitoring for all students in English Language Arts and Mathematics. Student Success Team meetings with teacher, parent(s), administrator and facilitator.</p>	Sept 2014 – May 2015	Teachers Principal Assistant Superintendent of Educational Services	Guest Teachers	5000-5999: Services And Other Operating Expenditures	Unrestricted	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will use Waterford Early Reading program in grades K-2. This program will assist the core academic teacher in helping students become better readers. The program monitors student progress and will not advance a student to a more challenging lesson until they have mastered the previous lesson.	Sept 2014 – May 2015	Teachers Principal Assistant Superintendent of Educational Services	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Students will use Successmaker in grades K-5. This program will assist the core academic teacher in helping students become better readers. The program monitors student progress and will not advance a student to a more challenging lesson until they have mastered the previous lessons.	Sept 2014 – May 2015	Teachers Principal Assistant Superintendent of Educational Services	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Struggling Readers will be required to attend their Response to Intervention time in the Read 180 or System 44 class to better assist students to become better readers, give them decoding skills, vocabulary, and comprehension skills.	Aug 2014 – May 2015	Teachers Response to Intervention Specialist Principal Assistant Superintendent of Educational Services	Technology Professional Development	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5000

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:

<p>SUBJECT: Student Engagement and School Climate</p>
<p>LEA GOAL:</p> <p>III. Student Support: We will provide a safe and equitable environment in which students receive personal, emotion, and physical support to meet the challenges of the future. Goal 3: Complete all Priority 1 facilities and maintenance projects. Continue implementation of Positive Behavioral Interventions and Supports (PBIS).</p>
<p>SCHOOL GOAL #2:</p> <p>ALL students will participate in the Response to Instruction and Intervention through in class “push- in” model utilizing school site categorically funded Instructional Aides Specialized Academic Instruction to improve and enhance student performance. ALL students will be trained on the school wide and classroom expectations of Positive Behavioral Interventions and Supports to ensure every student is being a responsible, safe and respectful student. Through the PBIS model, students will be rewarded accordingly through our weekly drawings, attendance awards and student of the month awards programs. Data will be collected and shared with staff to ensure the students are meeting the expectations set forth in the PBIS program.</p> <p>LCAP Alignment: Student Achievement, Technology, and Parent/Student Support State Priorities: 3 - Parent Involvement, 4 - Student Achievement, 5 - Student Engagement, 6 - School Climate, 8 - Other School Outcomes</p>
<p>Data Used to Form this Goal:</p> <p>The data used from Infinite Campus and from the School Wide Information System (SWIS) Suite. We will also look at Student Monitoring Conferences and the following computer program reports: STAR Enterprise Math, STAR Enterprise Early Literacy, STAR Enterprise Reading, DRA2, Success Maker, Waterford and Illuminate.</p>
<p>Findings from the Analysis of this Data:</p> <p>Our goal of increasing proficiency in English Language Arts and Mathematics will continue to meet and exceeding the Standards. Our team will develop, implement and use the Positive Behavior Intervention and Support Program to positively impact student pro-social behavior, school engagement, attendance and academic achievement. Increasing student attendance through our PBIS model will ensure students feel safe at school and are in the classroom learning.</p>
<p>How the School will Evaluate the Progress of this Goal:</p> <p>SWIS data, Infinite Campus reports, Quarterly SMART goals, Blueprint data, Illuminate reports, DRA2 results, STAR Reading results, STAR Math results, Early Literacy results, Success Maker scores, Waterford scores, PLC Collaboration minutes from meetings, and teacher made tests.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After school programs available for all students. Activities include Sports Club, Orff Ensemble, Art Club, Cooking Club, Sewing Club, Computer Club, and Science Club/Fair	Sept 2014 – May 2015	Teachers Principal	Appendix B Stipends Supplies for Activities	5000-5999: Services And Other Operating Expenditures	District Funded	2000
Continue to ensure there is follow through with the Perfect Attendance Program. Our Goals is to increase student attendance to 97% for the 2014-2015 school year and 97.5% for the 2015-2016 school year. Incentives include but are not limited to; t-shirts, lunch with the principal, extra recess time, certificates, school supplies or backpack.	Aug. 2014 – May 2015	Records and Attendance Clerk Teachers Principal Assistant Superintendent of Educational Services	Trophies Awards Certificates Transportation Food Card Stock Ink Lamination TK-2 & 3-5 Field Trips Transportation Incentives: t-shirts, lunch with principal, extra recess, certificates, stickers, school supplies, etc.	5000-5999: Services And Other Operating Expenditures	Unrestricted	600
Continue to reward students academically through Student of the Month Award Program. Program is based on academics and behavior. Incentives include but are not limited to; t-shirts, lunch with the principal, extra recess time, certificates, school supplies or backpack.	Aug 2014 – May 2015	Teachers Principal	Card Stock Ink Lamination Food Trophies Awards Certificates TK-2 & 3-5 Field Trips Transportation Incentives: t-shirts, lunch with principal, extra recess, certificates, stickers, school supplies, etc.	5000-5999: Services And Other Operating Expenditures	Unrestricted	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Wide Information System (SWIS - Data System) will monitor student behaviors (positive and negative) Students will receive incentives	Aug 2014 – May 2015	PBIS Team PBIS Coach Principal	Forms Paper Incentives for Students Training for Staff	5000-5999: Services And Other Operating Expenditures	Unrestricted	4000
Provide real life experiences and activities to allow students greater access and understanding of the English Language Arts/ Math/ Science/ Social Science Curriculum through field trips	Aug 2014 – May 2015	Teachers Principal Assistant Superintendent of Educational Services	Field Trips Bus	5900: Communications	Unrestricted	10000
Continue to hold Student Success Team (SST's) meetings and Check In Check Out (CICO) meetings with teachers, parents, students, and principal. SSTs and CICO meetings will be part of the tiered interventions for behavior and academics.	Aug 2014 – May 2015	Teachers Principal Student Success Team PBIS Team - CICO Team Parents Students Director of Student Services	Time Guest Teachers Paper Ink Copies	5000-5999: Services And Other Operating Expenditures	Unrestricted	840

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 Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Student Support	
SCHOOL GOAL #1:	
Our team will develop and implement a way for parents to be more active in our school through Parent and Community Involvement Initiative. Parent and Community Involvement will positively impact student pro-social behavior, school engagement, attendance and academic achievement. Involvement within the classroom during the school day, at our after school activities, through our parent organization and parent nights.	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to hold Student Success Team (SSTs) meetings with teachers, parents, students, and principal. SSTs will be part of the tiered interventions for behavior and academics	Sept 2014 – May 2015	Teachers Principal Student Success Team Parents Students Director of Student Services	Time Guest Teachers Paper Ink Copies	5000-5999: Services And Other Operating Expenditures	Unrestricted	840
After school programs available for all students. Activities include Sports Club, Percussion Ensemble, Art Club, Yearbook Club, Keyboarding Club, and Science Club/Fair.	Sept 2014 – May 2015	Teachers Principal	Appendix B Stipends Supplies for Activities	5000-5999: Services And Other Operating Expenditures	District Funded	2000
Parent Nights to include but not limited to Singapore Math night, Homework help night, Reading Night, Technology night, and ESL Night.	Nov 2014 - May 2015	Teachers Support Staff Parent Organization Principal	Supplies for Activities Food	5000-5999: Services And Other Operating Expenditures	Donations	1000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in District Stability and Student Support
SCHOOL GOAL #2:
Newberry Springs Elementary School will continue to build a strong Professional Learning Community to improve school response to student needs and build professional knowledge through Course Access and Other Student Outcomes.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development training for Positive Behavioral Intervention and Supports (PBIS), Gifted and Talented Education (GATE), Waterford Early Reading Program, Success Maker, DRA2, Pearson writing, Student Response Systems. These trainings will increase teacher and staff knowledge of the above programs.	Aug 2014 – May 2015	Principal Assistant Superintendent of Educational Services	Training Guest Teachers	5800: Professional/Consulting Services And Operating Expenditures	District Funded	6000
PLC Wednesday's will be protected and monitored to provide full support of teacher/staff professional development and collaboration in order to meet the needs of all students.	Aug 2014 – May 2015	Principal Assistant Superintendent of Educational Services Assistant Superintendent of Business Services Superintendent SVUSD School Board	Time Training Copy Paper Ink	0000: Unrestricted	District Funded	
Student Monitoring Conferences will be held to ensure every teacher knows where their students are by Name, by Need, and by Skill	Sept 2014 – May 2015	Principal Teachers	Guest Teachers	5000-5999: Services And Other Operating Expenditures	Unrestricted	840

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The ongoing focus of PLC is the following questions... What do we want students to learn? How will we know if they have learned it? What will we do if they do not learn it? What do we do if they already know it?	Aug 2014 – May 2015	Principal	Copy Paper Ink	5000-5999; Services And Other Operating Expenditures	Unrestricted	500
The ongoing focus of RtI is the following four essential principles... Collective Responsibility Concentrated Instruction Convergent Assessment Certain Access	Aug 2014 – May 2015	Principal Teachers	Time	5000-5999; Services And Other Operating Expenditures	Unrestricted	500
The ongoing focus of Common Core State Standards and the 21st learning skills to ensure students are College and Career Ready are the 4 C's: Collaboration, Communication, Critical Thinking and Creativity.	Aug 2014 – May 2015	Principal Teachers	Time Resources Professional Development as shown in the Single Plan for Student Achievement for Planned Improvements for Students Goal #1	5000-5999; Services And Other Operating Expenditures	Unrestricted	4000

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	District Funded	2,000.00
5800: Professional/Consulting Services And	District Funded	6,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental	5,000.00
2000-2999: Classified Personnel Salaries	Title I	105,445.00
4000-4999: Books And Supplies	Unrestricted	1,000.00
5000-5999: Services And Other Operating	Unrestricted	13,920.00
5900: Communications	Unrestricted	10,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	8,000.00
LCFF - Supplemental	5,000.00
Title I	105,445.00
Unrestricted	24,920.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
2000-2999: Classified Personnel Salaries	105,445.00
4000-4999: Books And Supplies	1,000.00
5000-5999: Services And Other Operating Expenditures	15,920.00
5800: Professional/Consulting Services And Operating	11,000.00
5900: Communications	10,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	122,925.00
Goal 2	20,440.00

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
Heidi Chavez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jason Cole	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kilty Peters	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lori Shingle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selena Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Araceli Alcantara	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lizette Hailey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stephanie Kaiser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alma Mata	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kari Packer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	5	

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**):

- | | |
|--|---|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> English Learner Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Special Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Other committees established by the school or district (list): | <hr style="border: 0; border-top: 1px solid black;"/> 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 November 6, 2014.

Attested:

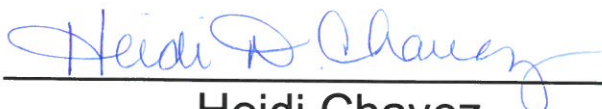
Heidi D. Chavez		11/06/2014
Typed Name of School Principal	Signature of School Principal	Date

Heidi D. Chavez		11/06/2014
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

SPSA

November 6, 2014

Witnessed by:



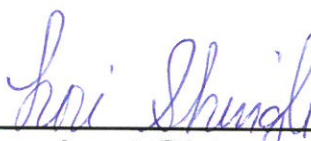
Heidi Chavez



Jason Cole



Kilty Peters



Lori Shingle



Selena Sanchez



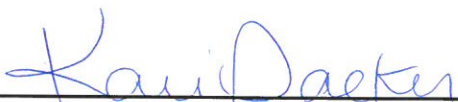
Araceli Alcantara



Lizette Hailey

Stephanie Kaiser

Alma Mata



Kari Packer

Guest

Guest

Guest

Guest