

The Single Plan for Student Achievement

School: Silver Valley High School
CDS Code: 36- 73890-3630274
District: Silver Valley Unified School District
Principal: Cameron Smart
Revision Date: November 21, 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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Table of Contents

School Vision and Mission	4
School Profile.....	4
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
Academic Performance Index by Student Group	8
English-Language Arts Adequate Yearly Progress (AYP).....	9
Mathematics Adequate Yearly Progress (AYP).....	10
CELDT (Annual Assessment) Results.....	11
CELDT (All Assessment) Results.....	12
Title III Accountability (School Data)	13
Title III Accountability (District Data).....	14
Planned Improvements in Student Performance	15
School Goal #1	15
School Goal #2.....	18
School Goal #3	21
School Goal #4.....	23
School Goal #5.....	24
Centralized Services for Planned Improvements in Student Performance	25
Centralized Service Goal #1	25
Centralized Service Goal #2	27
Centralized Service Goal #3	28
Centralized Service Goal #4.....	29
Centralized Service Goal #5.....	30
Summary of Expenditures in this Plan.....	31
Total Expenditures by Object Type and Funding Source	31
Total Expenditures by Funding Source	32
Total Expenditures by Object Type.....	33
Total Expenditures by Goal.....	34
School Site Council Membership	35

School Vision and Mission

Silver Valley High School's Vision and Mission Statements

SCHOOL VISION

To be an excellent school community where all students are inspired to achieve success through innovation and creativity.

SCHOOL MISSION

Together we create an educationally productive and engaging experience where all students prepare to achieve academic and career success.

School Profile

Silver Valley High School (SVHS) is the only comprehensive high school in the Silver Valley Unified School District (SVUSD) located in the Mojave Desert of Southern California. Geographically, the school district encompasses approximately 3,200 square miles, is 156 miles wide at its widest point, and serves about 2,375 students. Silver Valley High School reported a relatively diverse student population of 387 students for the October 2014 CBEDS. The SVHS enrollment experiences a high mobility rate as over 50 percent of the student body come from military base housing. Due to this fact, accurate longitudinal data is difficult to use in the determination of program effectiveness.

Silver Valley High School's API is 780 for the 2013-14 school year.

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).

Classroom Observations

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

Teachers receive formal observations in accordance with the collective bargaining agreement. Informal observations by administration happen on a weekly basis.

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)

We use district blueprint and state assessments data as a guide to modify instruction and set goals for student achievement.

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

Teachers also use their own assessments including those provided by the curriculum to modify instruction based on student performance and learning goals.

Staffing and Professional Development

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

All of our teachers are highly qualified.

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

English and Math teachers have received significant training within the last few years in regards to current curriculum and instructional materials. Social Studies and Science teachers will be receiving more training once Common Core Standards are clearly identified. We have also provided training opportunities for our elective teachers.

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

Staff development opportunities are based on areas of need in relation to student performance and collaboration with staff.

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

Math and English have received instructional assistance and support from off-site content experts.

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

Most departments have common prep which allows them to collaborate with each other during the school day. We also provide at least two opportunities per month on our minimum Wednesdays for departments to meet together and collaborate.

Teaching and Learning

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

Teachers have created pacing guides which are aligned to the content and performance standards for each subject, specifically the core subjects.

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

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

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

All students have equal access to standards-based 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)

All teachers use adopted instructional materials that are standards-aligned. We offer standards-based intervention materials (Read 180, Aleks, Intro to Alg) and all students have access to standards-aligned core courses.

Opportunity and Equal Educational Access

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

We provide opportunities for students to receive support for reading through our Read 180 program, get assistance in math through math support and/or Intro to Algebra. We also provide CAHSEE support for all freshmen and sophomore students through our Revolution 380 program. For students that are credit deficient we provide on-line credit recovery through Apex Virtual High School.

14. Research-based educational practices to raise student achievement

Read 180
Revolution 380
Aleks (math support)
Common Core Instruction

Parental Involvement

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

We hold SST (Student Study Team) meetings with staff, student, and parents in order to help address areas of need and ways we can help support the student in order to be successful.

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)

Teachers, parents, students, and community members have the opportunity to provide input during our monthly School Site Council Meetings.

Funding

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

Read 180
Aleks
Revolution 380
Apex

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

One of our barriers is that at least half of the students attending SVHS are from Fort Irwin and therefore there is a lot of turn over of students coming and going and this can create some significant challenges in relation to curriculum and skills taught and learned. Another barrier is the fact that many of our students come from low socioeconomic families and this creates some discrepancies in what students have access to outside of school.

Some ways we are combating those barriers at SVHS is to focus on being a Triple A High School were our top priority is quality academic programs while also providing and encouraging involvement in athletics, clubs or other activities. When know that when students are engaged in school they are more likely to be successful. We have also provided access to computers in the classroom during the day and after school in our computer lab to provide students the ability to access technology even if they don't have it at home.

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	274	293		129	126		44	45		0	4	
Growth API	752	780		744	788		751	734				
Base API	769	759		772	751		791	758				
Target	5	5		5	5							
Growth	-17	21		-28	37							
Met Target	No	Yes		No	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	76	85		16	18		123	146		15	22	
Growth API	742	786		651	759		708	749		444	529	
Base API	733	748		652	664		742	716		542	453	
Target	5	5					5	5				
Growth	9	38					-34	33				
Met Target	Yes	Yes					No	Yes				

Conclusions based on this data:

1. We were able to improve in all sub groups for the 2012-13 school year.
2. We believe our emphasis on providing support for students below grade level and finding ways to motivate all students to achieve contributed to our improved scores.
3. We have also invested money and time in professional development, specifically in the area of math and English, and the data supports the continuation of these programs as we transition to Common Core.

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	95	97	99	94	97	100	100	100	100	100	100	100
Number At or Above Proficient	48	52	45	23	24	17	10	6	--	--	--	--
Percent At or Above Proficient	44.9	49.5	58.4	47.9	52.2	56.7	47.6	37.5	--	--	--	--
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	No	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	98	95	100	100	100	100	91	98	100	77	91	100
Number At or Above Proficient	12	17	14	--	--	--	12	24	16	--	--	--
Percent At or Above Proficient	40.0	58.6	51.9	--	--	--	26.7	44.4	41.0	--	--	--
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	--	--	--	--

Conclusions based on this data:

1. We used Revolution 380 with all students in order to prepare Sophomore's for the CAHSEE as well as help review this information with all students. We believe this contributed to our success on the CAHSEE.
2. We offered incentives to students for passing, scoring proficient, and scoring 400 or higher on the CAHSEE. We believe this also contributed to our success on the CAHSEE.
3. Professional development for our math and English teachers continued for the 2012-13 school year. We believe this contributed to quality instruction and our success on the CAHSEE.

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	98	99	98	100	99	98	100	100	100	100	100	100
Number At or Above Proficient	50	60	51	23	28	21	8	9	--	--	--	--
Percent At or Above Proficient	45.9	55.6	66.2	45.1	59.6	70.0	38.1	56.3	--	--	--	--
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	Yes	No	--	--	--	--	--	--	--	--

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	98	100	100	100	100	100	97	99	100	100	100	100
Number At or Above Proficient	12	15	17	--	--	--	19	28	27	--	--	--
Percent At or Above Proficient	41.4	48.4	63.0	--	--	--	41.3	50.9	69.2	--	--	--
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	--	--	--	--	--	--	--	Yes	--	--	--	--

Conclusions based on this data:

1. We used Revolution 380 with all students in order to prepare Sophomore's for the CAHSEE as well as help review this information with all students. We believe this contributed to our success on the CAHSEE.
2. We offered incentives to students for passing, scoring proficient, and scoring 400 or higher on the CAHSEE. We believe this also contributed to our success on the CAHSEE.
3. Professional development for our math and English teachers continued for the 2012-13 school year. We believe this contributed to quality instruction and our success on the CAHSEE.

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
	#	%	#	%	#	%	#	%	#	%	#
10			*****	***							*****
11			*****	***	*****	***					*****
12	*****	***	*****	***	*****	***					*****
Total	1	14	4	57	2	29					7

Conclusions based on this data:

- 1.

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
	#	%	#	%	#	%	#	%	#	%	#
9	*****	***			*****	***					*****
10			*****	***							*****
11	3	33	3	33	3	33					9
12	2	50	1	25	1	25					4
Total	6	38	5	31	5	31					16

Conclusions based on this data:

- 1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	13	9	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	13	9	
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	5	8	4	8		
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.

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:

SUBJECT: Curriculum
LEA GOAL:
We will implement a balanced curriculum with clear, consistent expectations, and accountability for all students to learn.
LCAP: Student Achievement Implementation of Common Core State Standards Course Access Other Student Outcomes
SCHOOL GOAL #1:
Prepare every student for success in their future.
WASC 1. Create a student centered instructional environment built on academic rigor and high expectations in all courses 2. Use data to guide instruction 3. Use daily strategies to improve critical thinking
Data Used to Form this Goal:
State/Federal Test District Test WASC Report
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
District Assessments State Test

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Read 180	8/8/14	Administration	Read 180 Licenses	5000-5999: Services And Other Operating Expenditures	District Funded	35000.00
CAHSEE Revolution 380	8/8/14	Administration	Revolution 380 Licenses	5000-5999: Services And Other Operating Expenditures	Unrestricted	15000.00
After School Tutoring	8/8/14	Administration	Salaries for teachers	1000 1999: Certificated Personnel Salaries	Unrestricted	120000.00
Holt Professional Development for all English teachers	8/8/14	Administration	Holt Coach	5800: Professional/Consulting Services And Operating Expenditures	District Funded	14000.00
Apex Learning Virtual School for credit recovery	8/8/14	Administration	Apex Course Licenses	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid	150000.00
Common Core Implementation	8/8/14	Administration	Materials for Common Core Implementation	4000-4999: Books And Supplies	District Funded	35000.00
Student Success Team (SST) meetings for struggling students is order to determine what support is needed and monitor progress on that support	8/8/14	Administration	SST Team Meetings	None Specified	None Specified	0.00
Investigate Peer Tutoring Opportunity - Volunteer	8/8/14	Administration	Option of hiring H.S. students to provide tutoring after school	None Specified	None Specified	0.00
Investigate After School SAT Prep	8/8/14	Administration and Teachers	Online Test Prep	None Specified	None Specified	0.00
College Preparatory Math	8/8/14	Administration	Supplies and materials to use while teaching CPM	4000-4999: Books And Supplies	District Funded	10000.00
School-wide Writing Rubric - Use one on SBAC site	8/8/14	English Department	Writing Rubric to share with staff	None Specified	None Specified	0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development available for all staff with priority to Common Core	8/8/14	Administration	PD opportunities for staff	5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	5000.00
Develop Stronger Relationship with BCC	8/8/14	Administration	Develop better connection to BCC	None Specified	None Specified	0.00
Investigate Study Hall during Homeroom	8/8/14	Administration and Staff	Provide study hall for students	None Specified	None Specified	0.00
Investigate Freshmen Orientation Day	8/8/14	Administration and Staff	Freshmen Orientation Class	None Specified	None Specified	0.00
Increase ROP/CTE Course	8/8/14	Administration and Staff	More ROP/CTE courses through online opportunities	None Specified	None Specified	0.00
Investigate AVID Course	8/8/14	Administration and Staff	AVID Course	None Specified	None Specified	0.00
Investigate How To Increase Enrollment in AP Courses	8/8/14	Administration and Staff	Increase number of students enrolled in AP courses	None Specified	None Specified	0.00
				None Specified	None Specified	0.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Student Support
LEA GOAL:
We will provide a safe and equitable environment in which students receive personal, emotional, and physical support to meet the challenges of the future.
LCAP: Student Engagement School Climate
SCHOOL GOAL #2:
Provide opportunities for all students to be part of a team. Create ways for students to connect to SVHS community.
WASC 1. Build a school culture based on positive communications and mutual respect
Data Used to Form this Goal:
Team rosters Club membership list Class rosters (specifically those that have students consistently work in teams) Attendance at school events
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
End of year student survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote team building and collaboration in the classroom, Homeroom, and in athletic teams	8/8/14	Administration and Staff	Team Building	None Specified	None Specified	0.00
Promote variety of options for students to participate in athletics at SVHS - Club/Athletic Fair	8/8/14	Administration and Staff	Participation options for students	0001-0999; Unrestricted: Locally Defined	Unrestricted	500.00
Encourage students to get involved - Videos and PowerPoint presentations during Homeroom	8/8/14	Administration and Staff	Encourage participation	None Specified	None Specified	0.00
Freshmen Orientation Day	8/8/14	Administration and Counseling	Freshmen Orientation Day prior to the start of school	0001-0999; Unrestricted: Locally Defined	Unrestricted	300.00
Combine Athletic Banquet with Academic Awards	8/8/14	Administration	Athletic and Academic Awards	0001-0999; Unrestricted: Locally Defined	Unrestricted	1,200.00
Student 2 Student Program	8/8/14	Administration	Connecting with new students when they arrive on SVHS campus	0001-0999; Unrestricted: Locally Defined	Unrestricted	250.00
Renaissance Program	8/8/14	Administration	Recognize students with 3.0 GPA or higher quarterly	0001-0999; Unrestricted: Locally Defined	Unrestricted	4500.00
Survey Students	8/8/14	Administration	Survey students at the end of the year about how school climate and how to improve it.	None Specified	None Specified	0.00
Increase visibility of MFLC	8/8/14	Administration	MFLC will visit Homerooms and give presentations and meet with students throughout the day when needed	None Specified	Unrestricted	0.00
Use multimedia approach to promote the school through Homeroom	8/8/14	Administration	Use of PowerPoint and video presentations during Homeroom	0001-0999; Unrestricted: Locally Defined	Unrestricted	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote Trojan PRIDE schoolwide expectations	8/8/14	Administration	Promote Trojan PRIDE through Homeroom and through individual teachers in their classrooms. Display signs on campus.	0001-0999; Unrestricted: Locally Defined	Unrestricted	3500.00
Facebook page and Twitter	8/8/14	Administration	Determine way to post info on Facebook and Twitter	None Specified	None Specified	0.00
Community Event participation	8/8/14	Administration	Determine if their are community events our school could participate in	None Specified	None Specified	0.00
Increase exposure of our Band and Art programs	8/8/14	Administration and Teachers	Encourage more participation in local parades	0001-0999; Unrestricted: Locally Defined	Unrestricted	1000.00
Fall Festival for the community	8/8/14	Administration and Teachers	Hold a Fall Festival for community to attend	0000: Unrestricted	Unrestricted	500.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Technology
LEA GOAL:
We will implement a balanced curriculum with clear, consistent expectations and accountability for all students to learn.
LCAP: Basic Services Student Engagement
SCHOOL GOAL #3:
Prepare every student for success in their future.
WASC 1. Create a student centered instructional environment built on academic rigor and high expectations in all courses
2. Use data to guide instruction
3. Use daily strategies to improve critical thinking
Data Used to Form this Goal:
Evaluation of use of IC Student Portal Evaluation of use of Google by students Student survey
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
End of year student survey and usage data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Technology Stations in most classes	8/8/14	Administration	Most classes will have ten devices for students to use while in the classroom	0001-0999: Unrestricted: Locally Defined	LCFF - Base	132000.00
Student Gmail and Google accounts	8/8/14	Administration and Tech	All high school students will receive a Google account that gives access to gmail and google drive	None Specified	None Specified	0.00
Student access to IC portal	8/8/14	Administration and Tech	Students will receive passwords to access IC Student Portal	None Specified	None Specified	0.00
Naviance Program	8/8/14	Administration	The Naviance program will help students plan for their future after high school	0001-0999: Unrestricted: Locally Defined	Unrestricted	5000.00
Access to San Bernardino County Library	8/8/14	Administration	Find way for students to get access to San Bernardino County Libraries, specifically their online research tools	None Specified	None Specified	0.00
After School Computer Lab	8/8/14	Administration	Have computer lab opened two days a week after school for student access.	0000: Unrestricted	Unrestricted	3000.00
				None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT:	
LEA GOAL:	
SCHOOL GOAL #5:	
Data Used to Form this Goal:	
Findings from the Analysis of this Data:	
How the School will Evaluate the Progress of this Goal:	

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

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 Attendance	
SCHOOL GOAL #1:	
Increase average daily attendance to 96 % for the 2013-14 school year	
WASC: Build a school culture based on positive communications and mutual respect.	
LCAP: Student Engagement	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SARB Process	8/8/14	Administration	SARB Referrals	None Specified	None Specified	0.00
It's A Gas to Go to Class Program - Monthly emails to staff	8/8/14	Administration	Communications about program	0001-0999: Unrestricted: Locally Defined	Unrestricted	250.00
Renaissance Program	8/8/14	Administration	Rewards	0001-0999: Unrestricted: Locally Defined	Unrestricted	3000.00
Monthly Attendance Rewards	8/8/14	Administration	Monthly Rewards for Perfect Attendance	0001-0999: Unrestricted: Locally Defined	Unrestricted	500.00
School Messenger	8/8/14	Administration	Notifications via School Messenger	None Specified	None Specified	0.00
Research food options	8/8/14	Administration	Research food options that would be more appealing to the students	None Specified	None Specified	0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Show Students and Parents connection between attendance and grades	8/8/14	Administration	Video or PowerPoint Presentation showing connection between attendance and grades	None Specified	None Specified	0.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Student Discipline	
SCHOOL GOAL #2:	
Reduce the number of referrals to the office by 10%.	
WASC: Build a school culture based on positive communications and mutual respect.	
LCAP: Student Engagement	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Full implementation of PBIS in 2014-15	8/8/14	Administration	Material and Communications to promote program	0001-0999: Unrestricted; Locally Defined	Unrestricted	2000.00
Hold Behavior SST's	8/8/14	Administration	SST Meetings	None Specified	None Specified	0.00
Refer students to SARB for behavior	8/8/14	Administration	SARB Referrals	None Specified	None Specified	0.00
Increase communication with parents of struggling students	8/8/14	Administration	Communications with parents	None Specified	None Specified	0.00
PRIDE Bucks for students meeting schoolwide expectations	8/8/14	Administration	Rewards for students meeting schoolwide expectations	0001-0999: Unrestricted; Locally Defined	Unrestricted	2,000.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in	
SCHOOL GOAL #3:	

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in	
SCHOOL GOAL #4:	

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in	
SCHOOL GOAL #5:	

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

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	District Funded	13,500.00
5000-5999: Services And Other Operating	District Funded	3,500.00
5800: Professional/Consulting Services And	District Funded	1,400.00
5000-5999: Services And Other Operating	Economic Impact Aid	15,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Base	132,000.00
None Specified	None Specified	0.00
0000: Unrestricted	Unrestricted	3,500.00
0001-0999: Unrestricted: Locally Defined	Unrestricted	16,750.00
1000-1999: Certificated Personnel Salaries	Unrestricted	12,000.00
5000-5999: Services And Other Operating	Unrestricted	1,500.00
5800: Professional/Consulting Services And	Unrestricted	5,000.00
None Specified	Unrestricted	0.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	18,400.00
Economic Impact Aid	15,000.00
LCFF - Base	132,000.00
None Specified	0.00
Unrestricted	38,750.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	3,500.00
0001-0999: Unrestricted: Locally Defined	148,750.00
1000-1999: Certificated Personnel Salaries	12,000.00
4000-4999: Books And Supplies	13,500.00
5000-5999: Services And Other Operating Expenditures	20,000.00
5800: Professional/Consulting Services And Operating	6,400.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,900.00
Goal 2	12,250.00
Goal 3	140,000.00

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
Cameron Smart	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kathy Eidsvoog	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heather Glenn	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susan Weaver	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marlo Knox	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shuan Kittrell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mercy Vallejos	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeanne Vilorla	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sheri Davis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reeves Davis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Roberta Bair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shaun Kittrell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
April Castillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Curtis Bubion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kayla Black	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maegan George	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category:	1	5	2	4	4

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):

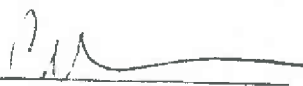
Signature

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 November 3, 2014.

Attested:

Cameron Smart

Typed Name of School Principal




Signature of School Principal

11-3-14

Date

Maegan George

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11-3-14

Date