

Newberry Springs Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Newberry Springs Elementary School
Street	33713 Newberry Road
City, State, Zip	Newberry Springs, CA 92365
Phone Number	760.254.3115
Principal	Heidi D. Chavez
E-mail Address	hchavez@svusdk12.net
Web Site	http://silvervalley.k12.ca.us/newberrysprings
Grades Served	TK-5
CDS Code	36-73890-6035406

District Contact Information	
District Name	Silver Valley Unified School District
Phone Number	760.254.2916
Superintendent	Jill S. Kemock
E-mail Address	jkemock@svusdk12.net
Web Site	www.svusdk12.net

School Description and Mission Statement (Most Recent Year)

Located in the rural high desert of Southern California, 126 miles from Los Angeles and 144 miles from Las Vegas, Silver Valley Unified School District educates nearly 2,300 students in grades transitional-kinder through twelve. Covering an area of 3,200 square miles, the district serves the communities of Calico, Daggett, Fort Irwin, Ludlow, Newberry Springs, and Yermo.

The district is comprised of seven school sites including three elementary schools, two middle schools, one comprehensive high school, and an alternative education center. The alternative education center is made up of four schools and includes Calico High School, Silver Valley Academy, Silver Valley Community Day School, and Silver Valley Adult Education all at one location

Located in a rural country area 25 miles East of Barstow, Newberry Springs School served 113 transitional-kinder through fifth grade students on a traditional calendar schedule during the 2014-15 school year.

Mission

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.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	27
Grade 1	22
Grade 2	13
Grade 3	20
Grade 4	20
Grade 5	11
Total Enrollment	113

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.9
Hispanic or Latino	59.3
Native Hawaiian or Pacific Islander	0.9
White	32.7
Two or More Races	3.5
Socioeconomically Disadvantaged	92.9
English Learners	20.4
Students with Disabilities	20.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	7	8	8	134
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.7	0.3
High-Poverty Schools in District	99.7	0.3
Low-Poverty Schools in District	0.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Pursuant to the settlement of Williams vs. the State of California, Silver Valley Unified School District thoroughly inspected each of its school sites at the start of the 2014-15 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The data of the most recent resolution of the sufficiency of textbooks is September 13, 2015.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson - 2010	Yes	0%
Mathematics	Pearson EnVision - 2015	Yes	0%
Science	Houghton Mifflin - 2007	Yes	0%
History-Social Science	Houghton Mifflin - 2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Newberry Springs School was originally constructed In 1938 and modernized in 1994. The campus is situated on 95 acres and comprised of five permanent classrooms, eight portable classrooms, a library, a multipurpose room, a pre-school playground, and three lower and upper grade playgrounds.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the District's maintenance staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Silver Valley Unified School District , including regular facilities inspections, to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention.

Repair requests are completed efficiently and in the order in which they are received. The chart displays the results of the most recent school facilities inspection, provided by the district.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 07/10/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Rm 12 - Some floor boards on ramp to classrooms loose; Rm 13 - Some peeling wall surface material by doorway; Rms 14 and 19 - Some damage to wall surface material, floor boards on ramp to classroom loose

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 07/10/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 07/10/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	29	45	44
Mathematics	23	34	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	22	21	95.5	19	43	19	14
	4	23	21	91.3	57	14	19	10
	5	9	9	100.0	--	--	--	--
Male	3		15	68.2	7	53	27	7
	4		7	30.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		6	66.7	--	--	--	--
Female	3		6	27.3	--	--	--	--
	4		14	60.9	57	14	21	7
	5		3	33.3	--	--	--	--
Hispanic or Latino	3		13	59.1	31	38	15	15
	4		11	47.8	45	27	18	9
	5		7	77.8	--	--	--	--
Native Hawaiian or Pacific Islander	3		0	0.0	--	--	--	--
White	3		8	36.4	--	--	--	--
	4		9	39.1	--	--	--	--
	5		2	22.2	--	--	--	--
Two or More Races	4		1	4.3	--	--	--	--
Socioeconomically Disadvantaged	3		13	59.1	15	38	31	15
	4		10	43.5	--	--	--	--
	5		4	44.4	--	--	--	--
English Learners	3		3	13.6	--	--	--	--
	4		5	21.7	--	--	--	--
	5		4	44.4	--	--	--	--
Students with Disabilities	3		1	4.5	--	--	--	--
	4		5	21.7	--	--	--	--
	5		2	22.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	22	21	95.5	24	43	24	5
	4	23	22	95.7	55	32	14	0
	5	9	9	100.0	--	--	--	--
Male	3		15	68.2	13	53	27	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		7	30.4	--	--	--	--
	5		6	66.7	--	--	--	--
Female	3		6	27.3	--	--	--	--
	4		15	65.2	53	33	13	0
	5		3	33.3	--	--	--	--
Hispanic or Latino	3		13	59.1	31	46	15	8
	4		11	47.8	45	36	18	0
	5		7	77.8	--	--	--	--
Native Hawaiian or Pacific Islander	3		0	0.0	--	--	--	--
White	3		8	36.4	--	--	--	--
	4		10	43.5	--	--	--	--
	5		2	22.2	--	--	--	--
Two or More Races	4		1	4.3	--	--	--	--
Socioeconomically Disadvantaged	3		13	59.1	15	46	38	0
	4		11	47.8	45	36	18	0
	5		4	44.4	--	--	--	--
English Learners	3		3	13.6	--	--	--	--
	4		5	21.7	--	--	--	--
	5		4	44.4	--	--	--	--
Students with Disabilities	3		1	4.5	--	--	--	--
	4		5	21.7	--	--	--	--
	5		2	22.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	50	47	--	58	63	54	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	54
All Students at the School	--
Male	--
Female	--
Hispanic or Latino	--
White	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parents and the community are very supportive of the educational program at Newberry Springs School. The Newberry Elementary Activity Team (NEAT) supports school events, school spirit activities, and campus beautification projects through fundraising and volunteer hours. NEAT also provides funding and resources to our students and families in need.

Parents are encouraged to be involved in their child 's education through volunteering in the classroom, participating in organized committees, and attending school-wide events held throughout the year. Parents are kept informed of school activities through frequent newsletters, fliers, monthly calendars and various student assemblies/performances.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	7.45	5.48	2.22	5.92	4.63	3.28	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.29	0.04	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The safety of students and staff is a primary concern of Newberry Springs Elementary School. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among noon-duty aides, teachers, and the school administrator.

To safeguard the well-being of students and staff, comprehensive School Site Safety Plans have been developed for each site by the district. The Safety Plans were most recently updated in March 2015, with all revisions reviewed immediately with the staff. Key elements of the Safety Plan focus on the following: school rules and procedures, disaster procedures, current status of school, notification to teachers, child abuse reporting procedures, school-wide dress code, routine and emergency routes, sexual harassment policy, policies related to suspension and expulsion, maintaining a safe and orderly school environment, safe ingress and egress of pupils, parents, and school employees.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards, safety drills, including fire, earthquake and intruder drills, which are held monthly.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		1		28		1		30	2		
1	22		1		13	1			22		1	
2	25		1		18	1			13	1		
3	17	1			21		1		20	1		
4	23		1		14	1			20	1		
5	24		1		24		1		11	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.40	N/A
Resource Specialist	1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,169	\$2,292	\$6,877	\$88,209
District	N/A	N/A	\$4,984	\$62,121
Percent Difference: School Site and District	N/A	N/A	38.0	50.7
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	24.2	39.6

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)
Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,638	\$40,379
Mid-Range Teacher Salary	\$62,339	\$62,323
Highest Teacher Salary	\$88,154	\$81,127
Average Principal Salary (Elementary)	\$105,695	\$99,192
Average Principal Salary (Middle)	\$104,233	\$91,287
Average Principal Salary (High)	\$113,483	\$112,088
Superintendent Salary	\$187,197	\$159,821
Percent of Budget for Teacher Salaries	31%	36%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluations are based on the "California Standards for the Teaching Profession", which include the following: engaging and supporting all students in learning, Creating and maintaining effective environments for student learning, understanding and organizing subject matter for student learning, planning instruction and designing learning experiences for all students, assessing students for learning, and developing as a professional educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district sponsored forty staff development days in 2011/12, forty in 2012/13, fifty-five in 2013/14, and sixty in 2014/15. Teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. 2014-15 staff development day topics included: Pearson ELA training, Pearson enVision Math Common Core training, Holt Differential Instruction, ELA, CMAT (Math) Training, Singapore Math/Differentiated Instruction Conference, additional Singapore Math training (number sense, model drawing and fractions), Scholastic Read 180 & System 44 training, APEX training, Steve Zuieback training, Pat Pavelka English Language Arts strategies trainings, and Positive Behavioral Interventions and Supports training .