



# Fort Irwin Middle School

## Silver Valley Unified School District

**Mike Sullivan, Principal**

*Serving grades Six through Eight*

[msullivan@svusdk12.net](mailto:msullivan@svusdk12.net)

## 2011-2012 School Accountability Report Card

**1700 Pork Chop Hill St.  
Fort Irwin, CA 92310  
(760) 386-1133  
(760) 386-2448 Fax**

### District Administration

**Dr. Marc Jackson**  
Superintendent

**Micheline G. Miglis**  
Assistant Superintendent,  
Educational Services

**Jill S. Kemock**  
Assistant Superintendent,  
Business Services

**Jesse M. Najera**  
Executive Director,  
Human Resources

### Board of Trustees

**Karen Gray**  
President

**Brian Boatwright**  
Vice President

**Lynn McKee**  
Clerk

**Heather Rae Reid**  
Member

**Christina Downing**  
Member

**[www.svusdk12.net](http://www.svusdk12.net)**

### Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about Fort Irwin Middle School's instructional programs, academic achievement, materials and facilities, and the staff.

We have begun to implement the Positive Behavior Intervention System (PBIS). As members of our Professional Learning Community (PLC), we expect our students to "get REAL", or in other words to show Respect, Engage, Achieve, and Lead.

Parents and community play a very important role in our school. Understanding our educational program, student achievement, and curriculum development can assist both our school and community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly qualified and committed staff. We are dedicated to ensuring that our school provides a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work, together, our students will be challenged to reach their potential.



### District Vision

*Powerful Learning for Our Most Precious Resource*

**ACHIEVEMENT** shall be accomplished by meeting the diverse needs of all students so that they will be prepared to pass state exams and reach their dreams.

**PARTICIPATION** in our organization by parents, partnerships, and community will be vital as we embrace change necessary for improvement.

**SCHOOLS** that are safe, efficient, and provide access to 21st century technology which will be essential to meet our goals.

### School Mission Statement

We will create a school culture where all members build relationships that support and motivate all students to "Do Their Best" academically and behaviorally.

### School Vision

Fort Irwin Middle School will develop an academic program that will focus on high expectations of pupil performance in an environment where students feel socially, emotionally, and physically safe.

### Community & School Profile

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 2,500 students in grades kindergarten 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 on the Fort Irwin National Training Center, Fort Irwin Middle School serves a diverse student population.

Approximately 90% of the school's students come from military families and have traveled all over the world. Due to the nature of the military, Fort Irwin Middle School experiences a large annual turnover of students. Fort Irwin Middle School served 376 sixth through eighth grade students on a traditional calendar schedule during the 2011-12 school year. Additional student body demographics are illustrated in the chart.

<b>Student Enrollment by Ethnic Group</b>	
<b>2011-12</b>	
	Percentage
African American	15.7%
American Indian	1.3%
Asian	2.4%
Filipino	2.7%
Hispanic or Latino	26.1%
Pacific Islander	3.2%
White	42.3%
Two or More	6.1%
None Reported	0.3%

## Discipline & Climate for Learning

Students at Fort Irwin Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Teachers have developed classroom expectations that are supplemented by the schoolwide discipline policy. Parents and students are informed of discipline policies within the student handbooks and at the beginning of each school year.

The suspensions and expulsions table illustrates total cases for the school and district for all grade levels, as well as the percentage of total enrollment. Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

<b>Suspensions &amp; Expulsions</b>						
	<b>School</b>			<b>District</b>		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	47	23	57	382	253	310
Suspension Rate	11.0%	6.2%	15.2%	12.8%	9.9%	12.7%
Expulsions	1	0	3	7	15	7
Expulsion Rate	0.2%	0.0%	0.8%	0.2%	0.6%	0.3%

### Student Recognition

Positive recognition creates a learning environment that fosters respect for the individual and promotes self esteem. Students are recognized through the following programs:

- 4.0 GPA Awards
- Perfect Attendance Awards
- Subject Area Excellence Awards
- Student-of-the-Month
- Quarterly Award Assemblies
- Athletic Excellence
- Celebrating Success Ceremony
- Subject Area Improvement Awards
- Attendance Improvement Awards

### Extracurricular Activities

Students are encouraged to participate in the school's many additional academic and extracurricular activities. These programs promote positive attitudes, encourage achievement, and instill a sense of belonging amongst students.

Opportunities for involvement include the following:

- Student Council
- Spelling Bee
- Band
- Soccer
- Volleyball
- Baseball
- Cheerleading
- Track and Field
- Choir
- Advanced Band
- Yearbook
- Basketball
- Cross-Country
- Drama

## Class Size

The chart shows average class size by grade level and subject area, as well as the number of classes offered in reference to their enrollment.

<b>Class Size Distribution</b>												
	<b>Average Class Size</b>			<b>Classrooms Containing:</b>								
	10	11	12	<b>1-20 Students</b>			<b>21-32 Students</b>			<b>33+ Students</b>		
	10	11	12	10	11	12	10	11	12	10	11	12
<b>By Subject Area</b>												
English	26	26	22	3	1	5	11	9	17	-	-	-
Mathematics	24	24	21	5	3	5	10	6	15	-	-	1
Science	26	27	25	2	1	2	12	6	12	-	1	1
Social Science	26	28	23	2	2	4	12	9	14	-	-	1

## School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. The chart displays the trend in enrollment over the past three years.

<b>Enrollment Trend by Grade Level</b>			
	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
6th	47	152	154
7th	157	87	108
8th	135	108	114

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Student attendance is carefully monitored to identify those students exhibiting excessive absences. Independent study is available for students who are absent for an extended period of time.

## Parent & Community Involvement

Parents are encouraged to undertake an active role in their child's education. Parents are welcome to volunteer, chaperone school events and field trips, and participate in the Parent Booster Club. The school has an open-door policy and communicates regularly with parents through emails and mass phone calls. The school campus is also used by privately run after school programs.

Numerous programs and activities at Fort Irwin Middle School are enriched by generous contributions from local businesses and service organizations, and specifically MCSC.

## Contact Information

Parents who wish to volunteer or participate in the school's committees or activities, may contact the office at (760) 386-1133. The district's website (<http://www.svusdk12.net>) also provides helpful information and a variety of resources for parents, students, and the community.

## Textbooks & Instructional Materials (School Year 2012-13)

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 2012-13 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is June 19th, 2012.

All students, including English Learners, are given their own individual textbooks and/or instructional materials in core subjects, as well as foreign language and health (as appropriate), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The table displays information collected in August 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/ Language Arts	Holt	2010	Yes	0.0%
6th-8th	Health	Glencoe/ McGraw Hill	2010	Yes	0.0%
6th-8th	History/Social Science	Glencoe/ McGraw Hill	2006	Yes	0.0%
6th-8th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
6th-8th	Science	Glencoe/ McGraw Hill	2007	Yes	0.0%

## Library Information

The school's library, staffed by a full-time library clerk, is stocked with approximately 17,000 books that are available for students to check out. Students visit the library on a weekly basis with their classes and are encouraged to visit on breaks and during lunch. Four computer workstations within the library are connected to the Internet so students are able to access resources and information online.

## Computer Resources

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Each classroom is equipped with grade level mini labs that are used for internet based group projects. All classrooms also have ELMO document readers. More ELMO document readers are expected to be received during the 2010-11 school year.

Students also have access to Discovery Streaming – Discovery Channel videos embedded into lessons; Student Response System – students answer questions using remotes, available in all classrooms; and MOBI Tables that works with the Student Response System.

Students have weekly access to the school's computer lab which contains 36 workstations. Two mobile laptop cart with 30 laptops each are available for teacher check-out. The school offers the Success Maker for Math and Language Arts software for student use. Other software includes programs to develop skills in research, web-page design, keyboarding, and word processing. Eighth grade students prepare and present projects using Microsoft PowerPoint software in their social studies classes. Students in grades six through eight may also participate in a technology elective that develops more sophisticated technology and research skills.

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout San Bernardino County, which contain numerous computer workstations. For a listing of locations and hours, please visit <http://www.library.ca.gov/lids/docs/CaliforniaPublicLibraryDirectory.pdf>.

## Curriculum Improvement

Teachers work with administration to recommend appropriate state-approved textbooks and instructional materials to the Board of Trustees for adoption and to ensure the sufficient availability to meet the needs of all learners in the Silver Valley Unified School District. Teachers receive professional development in order to fully implement the state approved and Board approved instructional programs, which are rigorous and robust.

## Counseling & Support Staff (School Year 2011-12)

In addition to academics, the staff at Fort Irwin Middle School strives to assist students in their social, emotional, and physical development. Fort Irwin Middle School has a counselor who is trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. *The counselor-to-pupil ratio is 1:376.* The chart displays a list of support services that are offered to students at Fort Irwin Middle School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	1.0
Health Clerk	1	0.8
Instructional Aides	3	2.75
Library Clerk	1	1.0
Psychologist	2	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
Special Day Class (SDC) Teacher	1	1.0

The district Health Services Department provides screenings for vision, hearing, scoliosis, dental, growth and development, and further evaluation of health needs. A school-based clinic, operated by the Health Services Department, provides various medical services to families in the district. A detailed directory of referral agencies is located on the Health Services Department website.

Fort Irwin Middle School offers support to students whose test results indicate they need additional assistance to achieve grade-level proficiency. The Student Success Team discusses and recommends strategies to ensure a student receives the extra help he or she needs. This may include ability grouping for intervention in the regular classroom and before- and after-school tutoring.

Students are identified as English Learners (EL) through the California English Language Development Test (CELDT). EL students are provided with specialized instruction within the regular classroom setting, supported by English Language Development (ELD) instructional materials.

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. The Student Study Team develops an Individual Education Plan (IEP) for any student with emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a special needs student will receive, which may include placement in a Resource Specialist Program, a Special Day Class, the Success Program, and/or sessions with the Speech/Language Specialist. Seventh and eighth grade students in RSP are placed in the regular classroom for the entire school day and receive support and instruction from the general education teacher, RSP teacher, and RSP aides.

## Student Achievement & Testing

The district has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement.

In addition to the Standardized Testing and Reporting (STAR) Program, Blue Print Assessments, and report card grades are used to determine whether students are performing below, at, or above grade-level standards.

Silver Valley Unified School District is currently in the process of identifying a districtwide formative assessment. The district implemented the Standards Plus program, which contains standards-based mini-lessons and formative assessments that enable teachers to frequently check the progress of students' mastery of state Content Standards.

## California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	47	57	58	46	53	56	52	54	56
Mathematics	25	45	49	38	46	52	48	50	51
Science	43	61	58	50	52	60	54	57	60
History/Social Science	34	51	50	35	40	44	44	48	49

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	56	52	60	44
School	58	49	58	50
African American/ Black	43	35	25	28
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	53	43	58	50
Pacific Islander	69	54	*	*
White	65	54	69	61
Males	53	48	67	53
Females	64	50	49	47
Socioeconomically Disadvantaged	53	44	60	43
English Learners	25	33	*	*
Students with Disabilities	26	29	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Federal Intervention Program (School Year 2012-13)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2012-13)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	10.00%





## Teacher Assignment

Silver Valley Unified School District recruits and employs only the most qualified credentialed teachers. During the 2011-12 school year, Fort Irwin Middle School staffed 17 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

Teacher Credential Status	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	17	17	17	151
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching EL students) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2012-13 school year, the most current available data are reported.

*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.*

Misassignments/Vacancies			
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

*Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.*

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

## Teacher Evaluation & Professional Development

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, understanding and organizing subject matter for student learning, assessing student learning, creating and maintaining effective environments for student learning, planning instruction and designing learning experiences for all students, 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 five staff development days in 2009-10, six in 2010-11, and 40 in 2011-12. Teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. 2011-12 staff development day topics included: OARS Training, Pearson ELA Training, Pearson DRA Training, Holt Differential Instruction ELA, CMAT (Math) Training, three day RTI Conference, Scholastic Read180 & System 44 training, Waterford Early Reading Program training, and Success Maker training.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) support provider and/or the Peer Assistance and Review (PAR) Program.

## School Leadership

Leadership at Fort Irwin Middle School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Michael Sullivan since the start of the 2009-10 school year. Mr. Sullivan has more than 16 years of experience in education.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:

- Grade-Level Teams
- School Site Council
- Subject Area Teams
- Professional Learning Communities
- Individual Education Plan (IEP) Team
- Positive Behavior Intervention System (PBIS) Team
- Student Success Teams
- Parent Booster Club
- School Safety Committee
- Leadership Team

## School Facilities

Fort Irwin Middle School was originally constructed in 1956 with additions constructed in 1995. The campus is situated on 15.3 acres and comprised of 22 permanent classrooms, 14 portable classrooms, a library, one computer lab, a gymnasium, and one playground. During 2011-12, the parking lot was resurfaced and new HVAC systems were installed in the D Wing. During the Summer of 2012, new carpets and additional HVACs were installed in the D Wing, the school office was repainted, the Quad Area received landscaping and a revitalizing irrigation system, and the fitness center was refurbished with new ceiling tiles and flooring.

### 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 school's custodial 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. The chart displays the results of the most recent school facilities inspection, provided by the district.

School Facility Conditions				
Date of Last Inspection: 09/05/2012				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Rm F1, F2, and F3 - Poor performing HVAC.
Interior			X	Gym, Rms H5, H4, H3, H2, and H1 - Some damage to interior surfaces; Rm G3 - Badly stained countertops; Rm G4 - Cracked ceiling tiles, carpet stained and in poor condition; Rm F7 - Not occupied, torn carpet and damaged interior surfaces, broken window; Rms F6 and F5 - Not occupied, torn carpet and damaged interior surfaces; Rms F1, F2, and F3 - Carpet in poor condition; Rm E5 - Ceiling tiles stained, carpet in poor condition; Rms E4 and D2 - Ceiling tiles stained; Rms E3 and E2 - Carpet in poor condition; Rm E1 - Carpet stained and in poor condition; Library - Carpet in poor condition, some damage to interior surfaces.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Girls' RR by Rm E5 and Boys' RR by Rm E5 - One sink doesn't work.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

### Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, flooring. For the 2012-13 school year, Silver Valley Unified School District did not participate in the deferred maintenance program.

## School Safety

The safety of students and staff is a primary concern of Fort Irwin Middle 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 school administrators.

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 September 2011, 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 crime, notification to teachers, child abuse reporting procedures, schoolwide dress code, routine and emergency drills, 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, are held monthly.



## School Site Teacher Salaries (Fiscal Year 2010-11)

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2010-11 school year. For comparison purposes, the California Department of Education has provided average salary data from all unified school districts. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$55,388
District	\$61,947
Percentage of Variation	-10.59%
School & State	
All Unified School Districts	\$62,892
Percentage of Variation	-11.94%

## Teacher & Administrative Salaries (Fiscal Year 2010-11)

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed.

Average Salary Information Teachers - Principal - Superintendent 2010-11		
	District	State
Beginning Teachers	\$40,982	\$38,725
Mid-Range Teachers	\$62,439	\$59,717
Highest Teachers	\$84,730	\$77,957
Elementary School Principals	\$101,076	\$95,363
Middle School Principals	\$102,519	\$98,545
High School Principals	\$106,741	\$107,031
Superintendent	\$154,000	\$149,398
Salaries as a Percentage of Total Budget		
Teacher Salaries	30.8%	37.9%
Administrative Salaries	6.9%	6.0%

## District Expenditures (Fiscal Year 2010-11)

Based on 2010-11 audited financial statements, Silver Valley Unified School District spent an average of \$11,679 to educate each student. The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,253
From Supplemental/Restricted Sources	\$1,642
From Basic/Unrestricted Sources	\$4,611
District	
From Basic/Unrestricted Sources	\$2,173
Percentage of Variation between School & District	112.20%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-15.47%

## District Revenue Sources (Fiscal Year 2011-12)

In addition to general state funding, Silver Valley Unified School District received state and federal categorical funding for the following support programs:

- Title I, Part A, Educationally Disadvantaged Children
- Title II, Part A, Teacher/Principal Training and Recruiting
- Title III, LEP Student Program
- Title IV, Part A, Safe and Drug Free Schools and Communities
- Title V, Innovative Programs
- Economic Impact Aide (EIA) - Limited English Proficient