



Newberry Springs School

Silver Valley Unified School District

Heidi Chavez, Principal

Serving grades Kindergarten through Five & Head Start Preschool

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2011-2012 School Accountability Report Card

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Principal's Message

I would like to welcome you to Newberry Springs Elementary School's Annual School Accountability Report Card (SARC). In accordance with Proposition 98, every school in California is required to issue an annual SARC that fulfills state and federal disclosure requirements. This report is a brief, comprehensive reflection of our school in general. It is also the perfect opportunity to convey a wealth of information to our local community.

Newberry Springs Elementary Schools hardworking and professional staff is both skilled and dedicated to our students. Our students are fortunate to have many experienced and knowledgeable teachers who are eager to make a difference in our students' lives through Optimal Learning for Every Student by Name, by Need, and by Skill. Although our site is small, our staff provides many after school programs to peak student interests. Our staff works hard to provide students with every possible opportunity to develop into life long learners.

Our school puts forth efforts to involve parents and the community in our school, as well as, keeping them informed. This is accomplished by parent and community volunteers, our school parent organization called Newberry Elementary Activity Team (NEAT), School Site Council, and through monthly newsletters.

We have made a commitment to provide the best educational program for Newberry Springs Elementary students and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together through our hard work, our students will be challenged to reach their maximum potential.

Heidi Chavez, Principal

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.

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 in a rural country area just 25 miles east of Barstow, Newberry Springs School served 152 kindergarten through fifth grade students on a traditional calendar schedule during the 2011-12 school year.

Additional student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	2.6%
American Indian	2.6%
Asian	-
Filipino	-
Hispanic or Latino	46.1%
Pacific Islander	-
White	44.7%
Two or More	3.9%
None Reported	-

Discipline & Climate for Learning

Students at Newberry Springs School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of the discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Teachers develop classroom behavioral expectations that are supplemented by schoolwide rules. Parents and students are informed of discipline policies in the student handbook and at the beginning of each school year during classroom orientation.

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.

Suspensions & Expulsions						
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	2	3	14	382	253	310
Suspension Rate	1.0%	1.5%	9.2%	12.8%	9.9%	12.7%
Expulsions	0	0	0	7	15	7
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.6%	0.3%

Student Recognition

Staff members reward and encourage students exhibiting positive behavior. Recognition for achievement and citizenship comes in the form of individual recognition within the classroom and at monthly Awards Assemblies. The following recognition programs are ongoing at the school:

- Writing Awards
- Student-of-the-Month Awards
- Spike Classroom Attendance Award
- Accelerated Reader Awards
- Perfect Attendance 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:

- Art Club
- Yearbook Club
- Book Club
- Girl Scouts
- Sports Club
- Percussion Ensemble
- Awanas Clubs
- Spelling Bee

Class Size

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

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	10	11	12	10	11	12	10	11	12	10	11	12
By Grade Level												
K	24	15	21	-	2	-	1	-	1	-	-	-
1	17	14	27	1	2	-	-	-	1	-	-	-
2	19	14	23	1	2	-	-	-	1	-	-	-
3	22	15	26	-	2	-	1	-	1	-	-	-
4	24	21	26	-	1	-	1	-	1	-	-	-
5	23	23	20	-	-	1	1	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.

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
K	35	31	25
1st	38	31	26
2nd	39	32	25
3rd	28	33	27
4th	24	26	29
5th	30	23	20

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 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 in need.

Parents are encouraged to be involved in their child's education through volunteering in the classroom, tutoring, participating in organized committees, and attending schoolwide events held throughout the year. Parents are kept informed of school activities through frequent school-to-home communication. Family-oriented events held at our school include Back-to-School Night, Read Across America Day, Open House, Kindergarten Program, Winter Holiday Music Program, Multicultural Fair, and various student performances.

Contact Information

Parents who wish to volunteer or participate in the school's committees or activities, may contact the office at (760) 254-3115. The district's website (<http://www.svusdk12.net>) also provides helpful information and a variety of resources for parents, students, and the community.

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.

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.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Pearson	2010	Yes	0.0%
K-5	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
K-5	Mathematics	MacMillan/ McGraw Hill	2008	Yes	0.0%
K-5	Science	Houghton Mifflin	2007	Yes	0.0%

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.

Library Information

The school's library, staffed by a part-time media technician, is stocked with numerous books that are available for students to check out, including books and materials translated in Spanish. Students visit the library on a weekly basis with their classes and are encouraged to visit at recess and during lunch.

Computer Resources

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Each classroom is equipped with a minimum of five computers for student use. Students also have regular access to the computer lab which contains 22 workstations. Students receive computer-assisted instruction on a regular schedule. STAR Reading and STAR Math evaluate second through fifth grade students' skills in reading and mathematics with frequent computer-based testing.

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/lds/docs/CaliforniaPublicLibraryDirectory.pdf>.

Counseling & Support Staff (School Year 2011-12)

In addition to academics, the staff at Newberry Springs School strives to assist students in their social and personal development. Staff members are 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 chart displays a list of support services that are offered to students at Newberry Springs School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Classroom Tutors	6	0.5
Health Clerk	1	0.5
Healthy Start Counselor	1	0.1
Instructional Aides	1	1.0
Library Clerk	1	0.6
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
SELPA Counselor	1	0.2
Speech/Language Specialist	1	0.5

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.

Newberry Springs School offers support to students whose test results indicate they need additional assistance to achieve grade-level proficiency. Students with reading difficulty are identified and placed in small groups to receive specialized instruction and may receive one-on-one tutoring. A Student Success Team is available to discuss and recommend intervention strategies that ensure each student receives the extra help he or she needs.

Students are identified as English Learners (EL) through the California English Language Development Test (CELDT). Identified students are placed with teachers who have appropriate credentials and are provided with daily English Language Development (ELD) instruction.

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. The Student SuccessTeam 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 Special Day Class, the Success Program, and/or sessions with the Speech/Language Specialist and Occupational Therapist.

Data Sources

Data within the SARC was provided by Silver Valley Unified School District, retrieved from the 2011-12 SARC template, and/or located on DataQuest (<http://data1.cde.ca.gov/dataquest>). DataQuest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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, Accelerated Reader Tests (K-8th), Success for All Assessments (K-5th), 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	46	53	51	46	53	56	52	54	56
Mathematics	45	64	58	38	46	52	48	50	51
Science	32	73	58	50	52	60	54	57	60
History/Social Science	*	*	*	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	51	58	58	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	42	53	*	*
Pacific Islander	*	*	*	*
White	58	63	55	*
Males	50	59	*	*
Females	51	57	67	*
Socioeconomically Disadvantaged	51	59	53	*
English Learners	31	46	*	*
Students with Disabilities	*	*	*	*
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%

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	3	3	6
Similar Schools	-	4	-
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	14	61	-14
Socioeconomically Disadvantaged			
Actual API Change	-	61	-17

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	84	809	1,431	796	4,664,264	788
Hispanic or Latino	39	783	401	777	2,425,230	740
White	37	826	670	799	1,221,860	853
Socioeconomically Disadvantaged	71	803	743	769	2,779,680	737
English Learners	14	741	92	746	1,530,297	716

Adequate Yearly Progress (AYP) (School Year 2011-12)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State Academic Achievement Standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

Physical Fitness (School Year 2011-12)

In the spring of each year, the school is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: aerobic capacity, body composition, abdominal strength, trunk extension strength, upper body strength, flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.0%	30.0%	30.0%

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

Teacher Assignment

Silver Valley Unified School District recruits and employs only the most qualified credentialed teachers. During the 2011-12 school year, Newberry Springs School staffed seven 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	11	9	7	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
Total Misassignments of Teachers	0	0	0
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 Newberry Springs 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 Heidi Chavez starting with the 2011-12 school year. Mrs. Chavez has seven years of experience in education. She has been a History Social Science teacher at both Silver Valley High and Fort Irwin Middle Schools.

Assisting Principal Chavez in school administration is the kindergarten through second grade-level representative, Robin Acosta and the third through fifth grade-level representative teacher, Charlotte Stroh. The Lead Teacher Designate is Elaine Lambert.

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:

- Student Success Teams
- School Site Council
- Newberry Elementary Activity Team (NEAT)
- English Learner Advisory Committee (ELAC)

School Facilities

Newberry Springs School was originally constructed in 1938 and modernized in 1994. The campus is situated on 9.5 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. Recent renovations include a new roof on the cafeteria and new floors in the portable bathrooms. The school also had a new mural painted.

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.

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, and flooring. For the 2012-13 school year, Silver Valley Unified School District did not participate in the deferred maintenance program.

School Facility Conditions				
Date of Last Inspection: 06/14/2012				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)		X		Library - Poor HVAC.
Interior			X	Library - Some damaged to interior surfaces and floor tiles; Rm 12 - Some ceiling tiles stained and/or damaged, partial weather stripping missing, floor boards on ramp to classrooms loose; Rm 13 - Some peeling wall surface material by doorway; Rms 14 and 19 - Some ceiling tiles stained and/or damaged, some damage to wall surface material, floor boards on ramp to classroom loose; Office - Some ceiling tiles stained and/or damaged; Boys Restroom by Room 1 - Some damage to wall surfaces; Rms 15 and 16 - Some stained and/or damaged ceiling tiles.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)			X	Playgrounds - Slide cracked, S.E. playground

School Safety

The safety of students and staff is a primary concern of Newberry Springs 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 August 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	\$61,847
District	\$61,947
Percentage of Variation	-0.17%
School & State	
All Unified School Districts	\$62,892
Percentage of Variation	-1.67%

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, are 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	\$9,271
From Supplemental/Restricted Sources	\$2,327
From Basic/Unrestricted Sources	\$6,944
District	
From Basic/Unrestricted Sources	\$2,173
Percentage of Variation between School & District	219.56%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	27.30%

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