



Silver Valley Academy

Silver Valley Unified School District

Stefan Cvijanovich, Principal

Serving grades First through Twelve

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2011-2012 School Accountability Report Card

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Principal's Message

Welcome!

The Alternative Education Center is comprised of 4 schools and or nine programs in the Silver Valley Unified School District. Each is designed to provide a unique individualized educational setting to assist students in reaching their academic and personal goals. The Alternative Education Center promotes respect for cultural diversity and inspires integrity and respect of self and others. Classroom practices foster intellectual and social development; engage students in problem solving, higher order thinking skills and learning activities that make the subject matter relevant to daily life. Furthermore, through the daily incorporation of our Expected School wide Learning Results (ESLR'S), we equip students with the skills and knowledge that empower them to be ethical, literate, responsible and contributing members of their community.

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 Vision & Mission Statement

The vision of Alternative Education Center is to create a safe and constructive learning environment which promotes academic growth and personal success for all students. Through these techniques we will develop interpersonal skills and ensure the creation of life-long learners.

The mission of the Alternative Education Center is to provide all students with an unconventional setting, where the individual needs of each student are addressed through the access of a state standards-based, aligned curriculum and federal mandates as measured by the Academic Performance Index (API) and the adequate yearly progress (AYP).

Expected Schoolwide Learning Results (ESLRs)

REAL: Respect 4 Education 2 Achieve Life-Long Success

Respect

..... For self and other to promote healthy lifestyles

Education

..... By Name, By Need, By Skill: (Strive to become proficient in reading, writing, speaking, and listening: mathematical computations and problem solving based on California State Standards)

Acheive

..... Short and long term goals for career and or post-secondary opportunities

Life-Long Success

..... Demonstrate higher-level critical thinking skills

..... Utilize Evolving Technology

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.

Silver Valley Academy consists of four programs and includes Long Term Independent Study Program (1-12), the Success Program for special education (7-12), Emerging Ability Program for students with severe life handicapping conditions, and the Home and Hospital Program (K-12). In addition, an adult school operates on the campus in the evenings. Students who experience difficulty in a traditional school setting often find success in alternative programs. Silver Valley Academy provides individualized instruction, with frequent one-on-one student and teacher interaction. The school fosters a college atmosphere and attitude to prepare students for higher learning.

In order to be admitted, students are screened by the program administrator. Students in grades seven through nine, under the stipulations of a contract, have the opportunity to work under the Independent Study program and make-up credits. In any alternative educational environment, flexibility is key. The school's programs offer several options to students regarding attendance and how assignments are completed and turned in. More flexibility is offered to those students who make adequate academic progress, and have a consistent record of earning credits.

Silver Valley Academy served 29 third through twelfth 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	6.9%
American Indian	3.4%
Asian	-
Filipino	-
Hispanic or Latino	24.1%
Pacific Islander	-
White	62.1%
Two or More	3.4%
None Reported	-

School Leadership

Leadership at Silver Valley Academy is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Starting in 2011-12, primary leadership duties at the school have been assumed by Principal Stefan Cvijanovich. Principal Cvijanovich has 25 years 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: Western Association of School & Colleges (WASC) Committee, the Data Team, the RTi (Response to Intervention) Team, the ILP (Individual Learning Plan for every student) Team and the School Site Council.

Parent & Community Involvement

Parents are encouraged to undertake an active role in their child's education. Parents are welcome to volunteer on-site and participate on the School Site Council. The Parent Booster's Club helps fund numerous activities for the school.

Numerous programs and activities at Silver Valley Academy are enriched by generous contributions from local businesses and service organizations.

Discipline & Climate for Learning

Students at Silver Valley Academy are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Our discipline program is fair, firm, and consistent. Teachers develop classroom expectations which are supplemented by the schoolwide discipline policy. Parents and students are informed of discipline policies at the beginning of each school year during classroom orientation and within the student handbook.

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	6	7	9	382	253	310
Suspension Rate	25.0%	26.9%	31.0%	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 awards assemblies. The following recognition programs are ongoing at the school:

- Honor Roll
- Student-of-the-Month
- Perfect Attendance Incentive Program
- Scholarship Program for Graduating Seniors

Class Size

Due to the unique nature of the programs offered at Silver Valley Academy, class sizes are small, and there is a strong emphasis on one-on-one interaction between the student and teacher. One special education teacher and an aide teach seven students in the Success Program.

Dropout & Graduation Rates

Intervention programs that promote attendance and reduce dropout rates include counseling, independent study, and referral to the School Attendance Review Board (SARB). The chart displays the graduation and dropout rates for the most recent three-year period.

Graduation & Dropout Rates			
	08-09	09-10	10-11
Dropout Rate	12.00%	41.70%	62.50%
Graduation Rate	-	41.67%	25.00%

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Contact Information

Parents who wish to volunteer or participate in the school's committees or activities, may contact the office at (760) 254-2715. The district's website (<http://www.svusdk12.net>) also provides helpful information and a variety of resources for parents, students, and the community.

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
3rd	-	-	1
6th	1	-	-
8th	2	-	-
9th	2	4	2
10th	5	2	2
11th	6	10	11
12th	8	10	13

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.

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.

Computer Resources

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. The computer lab is equipped with 25 workstations. Students receive computer-assisted instruction on a regular schedule. Each classroom is equipped with nine computers for student use, while there are five new computers for Independent Study and the Success Program.

APEX Learning software assesses students' knowledge of subject matter, and places them for instruction based on their skill levels. Individualized instruction, standards-based learning, and remediation for students who need additional help are all features of the software. The staff is provided with immediate feedback, which allows them to track students' progress and adjust instruction when necessary.

Science Laboratory Equipment

Silver Valley Academy stocks an adequate supply of lab equipment for its students. Inventory includes, but is not limited to, microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners. For a complete listing of inventory, please contact the school office at (760) 254-2715.

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/Ids/docs/CaliforniaPublicLibraryDirectory.pdf>.

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-12th	English/ Language Arts	Holt	2010	Yes	0.0%
K-5	English/ Language Arts	Pearson	2010	Yes	0.0%
9th-12th	Foreign Language	McDougal Littell	2005	Yes	0.0%
6th-8th	Health	Glencoe/ McGraw Hill	2010	Yes	0.0%
6th-12th	History/Social Studies	Glencoe/ McGraw Hill	2006	Yes	0.0%
K-5	History/Social Studies	Houghton Mifflin	2006	Yes	0.0%
6th-12th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
K-5	Mathematics	MacMillan/ McGraw Hill	2008	Yes	0.0%
9th-12th	Mathematics	Pearson	2008	Yes	0.0%
6th-12th	Science	Glencoe	2007	Yes	0.0%
K-5	Science	Houghton Mifflin	2007	Yes	0.0%
9th-12th	Science	Kendall/Hunt	2007	Yes	0.0%
9th-12th	Science	Prentice Hall	2007	Yes	0.0%

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, 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	38	25	38	46	53	56	52	54	56
Mathematics	17	17	33	38	46	52	48	50	51
Science	*	*	*	50	52	60	54	57	60
History/Social Science	15	20	7	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	38	33	*	7
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
White	*	*	*	*
Males	*	*	*	*
Females	36	50	*	*
Socioeconomically Disadvantaged	33	*	*	*
English Learners	*	*	*	*
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.*

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/language arts section and a math section with three performance levels: "Advanced," "Proficient," and "Not Proficient." The score a student must achieve to be considered "Proficient" is different than the passing score for the graduation requirement. ***Due to the moderate number of students tested in grades nine through twelve, scores are not disclosed.***

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)				
Met AYP Criteria	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	N/A		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, seventh and ninth 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). **Due to the moderate number of students tested at each grade level, scores are not disclosed.**

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 table displays the school's API ranks and actual API point changes for the past three years.

API School Results			
	2009	2010	2011
Statewide	1	1	1
Similar Schools	-	-	-
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	44	167	-

Workforce Preparation (School Year 2011-12)

Silver Valley Academy strives to graduate citizens who are fully capable of functioning and prospering in our society. The school's workforce preparation program prepares students to succeed through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom to real-world contexts.

Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to ensure work-readiness skills.

Students may enroll in a "Career Exploration" class which enables them to research different career options and to develop skills necessary for applying to jobs, such as writing resumes and interviewing skills.

Silver Valley Academy engages community support and participation to provide guest speakers from organizations such as the Speakers Bureau of the Chamber of Commerce, Fort Irwin, the County Sheriff's Association, San Bernardino County offices, Wal-Mart, the military, the Barstow Police Department, and Barstow Community College representatives. These speakers increase student awareness of the many opportunities and options for future education, training, and employment beyond high school.

The following Career Technical Education (CTE) programs offered off-campus at Silver Valley High School:

- Diversified Occupations
- Networking
- ROP Desktop Publishing
- Micro Computers
- ROP Auto
- ROP Digital Design

All of the above-listed courses incorporate state-adopted CTE model curriculum standards, meet district graduation requirements, and/or satisfy A-G entrance requirements of the CSU/UC systems. All courses are evaluated based on mastery of "employment readiness standards," both basic and industry-specific, results of career-technical skills assessments, and/or placement of program completers in employment, post-secondary education, or the military.

Completion of High School Graduation Requirements – Class of 2012

Beginning with the graduating class of 2006, students in California public schools must pass both the English/language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2011-12 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements

	School	District	State
All Students	3.0%	82.0%	*
African American/Black	0.0%	6.1%	*
American Indian	0.0%	3.7%	*
Asian	0.0%	2.4%	*
Hispanic or Latino	1.0%	30.0%	*
Pacific Islander	33.3%	1.2%	*
White	66.7%	46.3%	*
Two or More Races	0.0%	2.4%	*

* Data was not available at the time of publication.

UC/CSU Course Completion

Students are encouraged to take the required courses if they plan to attend a four-year college or university. All students must pass each course with a grade no lower than "C" per semester.

UC/CSU Course Enrollment

	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2011-12)	11.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2010-11)	2.0%

* Duplicated Count (one student can be enrolled in several courses).

College Preparation

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Teacher Assignment

Silver Valley Unified School District recruits and employs only the most qualified credentialed teachers. During the 2011-12 school year, Silver Valley Academy staffed one fully certificated teacher 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	1	3	1	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 is 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%

Counseling & Support Staff (School Year 2011-12)

In addition to academics, the staff at Silver Valley Academy 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. The support staff is devoted to helping students deal with problems and assisting them to reach positive goals. *The counselor-to-pupil ratio is 1:29.* The chart displays a list of support services that are offered to students.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1
At-Risk Mentor	2	1.1
Health Clerk	1	1
Nurse	1	As Needed
Psychologist	1	As Needed
Speech and Language Specialist	1	As Needed

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.

Students are identified as English Learners (EL) through the California English Language Development Test (CELDT). The school accommodates the needs of EL students by providing specialized instruction within the regular classroom setting.

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. The support staff 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. The Success Program is a K-12 special education program for students with specifically-identified needs.

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. 2012-13 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 Facilities

Silver Valley Academy was originally constructed in 1950 and fully modernized in 1994. The campus is situated on 7.91 acres and comprised of 15 permanent classrooms, three portable classrooms, a library, a multipurpose room, and one playground. Recent modernizations have included installation of a grass field for athletics.

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, 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 Silver Valley Academy. All guests to the campus must sign in at the office and wear a visitor's badge at all times.

School Facility Conditions				
Date of Last Inspection: 09/23/2011				
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		Rm 1 - The HVAC has poor performance.; Rm 2 - The HVAC has poor performance.; Rm 3 - The HVAC has poor performance.; Room 4 Cafe - The HVAC has poor performance.; Room 5 - The HVAC has poor performance.; Room 6 - The HVAC has poor performance.; Room 7/8 - The HVAC has poor performance.; Room 9 - The HVAC has poor performance.; Rm 10 - The HVAC has poor performance.; Rm 11 - It is unoccupied. The HVAC has poor performance.; Rm 12 - It is unoccupied. The HVAC has poor performance.; Rm 13 - It is unoccupied. The HVAC has poor performance.; Room 14 - it is unoccupied. The HVAC has poor performance.; Room 15 - It is unoccupied. The HVAC has poor performance.; Room 18 - The HVAC has poor performance.; MPR - It is unoccupied. The HVAC has poor performance.; Kitchen - It is unoccupied. The HVAC has poor performance.;
Interior			X	Office - The paint and carpeting are in poor condition. The ceiling tiles are stained.; Rm 1 - The countertop is broken.; Rm 2 - A portion of the countertop face is missing. There are holes in the wall.; Rm 3 - The carpet is stained. The countertop is stained/damaged.; Boys' Restroom by Rm 3 - There is missing tile on the wall.; Girls' Restroom by Rm 3 - It is not occupied.; Room 5 - The carpet is stained.; Room 7/8 - The ceiling is missing tiles.; Room 9 - The ceiling tiles are stained.; Rm 10 - The paint and carpet are in poor condition. The ceiling tiles are stained. The wall plate beside the clock is missing.; Room 20 - There are holes in the wall.; Room 18 - The ceiling tiles and the carpet are stained.;
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)		X		
Electrical	X			Boys' Restroom by Rm 10 - The light cover is broken.;
Restrooms/Fountains		X		Rm 1 - The sink fixtures are loose.; Rm 3 - The sink fixture is missing.; Room 4 Cafe - The sink is not functioning.; Room 5 - The drinking fountain is not functioning.; Room 7/8 - The drinking fountain is not functioning.;
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Grounds - The trees/shrubs are overgrown. The entire exterior of the school requires painting.; Room 6 - The cabinet below the sink is missing a door.;

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 February 2012, with all revisions reviewed with the staff in September 2012. 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	\$67,419
District	\$61,947
Percentage of Variation	8.83%
School & State	
All Unified School Districts	\$62,892
Percentage of Variation	7.19%

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	\$11,646
From Supplemental/Restricted Sources	\$2,684
From Basic/Unrestricted Sources	\$8,962
District	
From Basic/Unrestricted Sources	\$2,173
Percentage of Variation between School & District	312.43%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	64.29%

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