



# Tiefort View Intermediate School

## Silver Valley Unified School District

**Dr. Edward Thompson, Principal**

*Serving grades Three through Five*

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## 2011-2012 School Accountability Report Card

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### Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about Tiefort View Intermediate School's instructional programs, academic achievement, materials, facilities, and staff. Tiefort View Intermediate School has established a tradition of academic excellence and welcomes this opportunity to tell you more about us. The staff at Tiefort View Intermediate School believes each child is unique and deserving of a rich educational environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science.

The hard working staff is both skilled and dedicated to the success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach that provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents. Parents and the community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

### 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

Tiefort View Intermediate School is dedicated to developing confident learners who take an active role in their education. Our goal is to have our students flourish as productive members of today's society.

### 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, Tiefort View Intermediate School served 483 third through fifth 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                          | 13.5%      |
| American Indian                           | 1.0%       |
| Asian                                     | 0.8%       |
| Filipino                                  | 1.9%       |
| Hispanic or Latino                        | 25.3%      |
| Pacific Islander                          | 3.5%       |
| White                                     | 44.9%      |
| Two or More                               | 8.5%       |
| None Reported                             | 0.6%       |

## Discipline & Climate for Learning

Students at Tiefort View Intermediate 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 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.

| <b>Suspensions &amp; Expulsions</b> |               |       |       |                 |       |       |
|-------------------------------------|---------------|-------|-------|-----------------|-------|-------|
|                                     | <b>School</b> |       |       | <b>District</b> |       |       |
|                                     | 09-10         | 10-11 | 11-12 | 09-10           | 10-11 | 11-12 |
| Suspensions                         | 28            | 17    | 13    | 382             | 253   | 310   |
| Suspension Rate                     | 4.7%          | 3.4%  | 2.7%  | 12.8%           | 9.9%  | 12.7% |
| Expulsions                          | 0             | 3     | 1     | 7               | 15    | 7     |
| Expulsion Rate                      | 0.0%          | 0.6%  | 0.2%  | 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:

- Accelerated Reader Awards
- Student-of-the-Month
- Academic Pep Rallies
- Perfect Attendance Awards
- Positive Behavior Intervention Support (PBIS)
- Positive "Paws"
- Monthly Incentive Activities
- Spirit Day
- Blue Prints

### 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:

- Yearbook
- Physical Fitness Club
- Gymnastics
- Art
- Band
- Running Club
- Website Design
- Cooking
- Drama
- Chess
- Piano

## 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.

| Class Size Distribution |    |    |    |                        |    |    |          |    |    |          |    |    |
|-------------------------|----|----|----|------------------------|----|----|----------|----|----|----------|----|----|
| Average<br>Class Size   |    |    |    | Classrooms Containing: |    |    |          |    |    |          |    |    |
|                         |    |    |    | 1-20                   |    |    | 21-32    |    |    | 33+      |    |    |
|                         |    |    |    | Students               |    |    | Students |    |    | Students |    |    |
| 10                      | 11 | 12 |    | 10                     | 11 | 12 | 10       | 11 | 12 | 10       | 11 | 12 |
| By Grade Level          |    |    |    |                        |    |    |          |    |    |          |    |    |
| 3                       | 22 | 21 | 19 | -                      | 7  | 9  | 9        | 2  | -  | -        | -  | -  |
| 4                       | 29 | 30 | 30 | -                      | -  | -  | 5        | 4  | 6  | -        | 1  | -  |
| 5                       | 29 | 28 | 33 | -                      | 1  | -  | 5        | 3  | 2  | -        | 1  | 2  |

## 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> |         |         |         |
|--|---------|---------|---------|
|  | 2009-10 | 2010-11 | 2011-12 |
| 3rd                                    | 92      | 197     | 171     |
| 4th                                    | 177     | 132     | 184     |
| 5th                                    | 185     | 148     | 128     |

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 in the classrooms, chaperone school events and field trips, and participate in the Parent Teacher Organization.

Numerous programs and activities at Tiefort View Intermediate School are enriched by generous contributions from local businesses and service organizations.

## Contact Information

Parents who wish to volunteer or participate in the school's committees or activities, may contact the office at (760) 386-3123. The district's website (<http://www.svusdk12.net>) also provides helpful information and a variety of resources for parents, students, and the community.

## Library Information

The school's library, staffed by a full-time library clerk, is stocked with thousands of 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.

Eight 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 four Internet-connected computers for student use, an ELMO document reader, a student response system, and an LCD projector. The school also has a computer lab with 35 workstations.

Students receive computer-assisted instruction on a regular schedule. Software includes programs that help to develop skills in research, web-page design, keyboarding, and word processing such as Accelerated Reader, Accelerated Math, Math Facts in a Flash, Pearson Success Math, Success Maker, and McMillian/McGraw Hill Math.

## 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 |
| 3rd-5th                    | English/<br>Language Arts | Pearson                   | 2010          | Yes        | 0.0%      |
| 3rd-5th                    | History/Social<br>Science | Houghton<br>Mifflin       | 2006          | Yes        | 0.0%      |
| 3rd-5th                    | Mathematics               | MacMillan/<br>McGraw Hill | 2008          | Yes        | 0.0%      |
| 3rd-5th                    | Science                   | Houghton<br>Mifflin       | 2007          | Yes        | 0.0%      |

## 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.

## 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.

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

In addition to academics, the staff at Tiefert View Intermediate 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 all students.

| Counseling & Support Services Staff          |                 |                      |
|--|-----------------|----------------------|
|  | Number of Staff | Full Time Equivalent |
| Health Clerk                                 | 1               | 1.0                  |
| Library Clerk                                | 1               | 1.0                  |
| Occupational Therapist                       | 1               | As Needed            |
| Psychologist                                 | 1               | As Needed            |
| Resource Specialist<br>Program (RSP) Teacher | 2               | 2.0                  |
| RSP Aide                                     | 1               | 1.0                  |
| SDC Aide                                     | 2               | 2.0                  |
| Special Day Class<br>(SDC) Teacher           | 1               | 1.0                  |
| Speech/Language<br>Specialist                | 1               | 0.6                  |

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.

Tiefert View Intermediate 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/she needs. This may include intervention support in the regular classroom and before- and after-school tutoring. The Read 180 and System 44 software programs are used as Response to Intervention support programs. These software allows teachers to better support those children who have been identified. An additional teacher has been hired to provide small class room support. These intervention programs have allowed students to grow by an average of 200 Lexile points.

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 I.E.P. 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, and/or sessions with the Speech/Language Specialist.

## 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), Blueprints, 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.

## 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           | 45     | 58   | 64   | 46       | 53   | 56   | 52    | 54   | 56   |
| Mathematics                     | 47     | 61   | 64   | 38       | 46   | 52   | 48    | 50   | 51   |
| Science                         | 62     | 47   | 67   | 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/<br>Language<br>Arts | Mathematics | Science | History/<br>Social<br>Science |
| District                           | 56                           | 52          | 60      | 44                            |
| School                             | 64                           | 64          | 67      | *                             |
| African American/<br>Black         | 57                           | 53          | 47      | *                             |
| American Indian                    | *                            | *           | *       | *                             |
| Asian                              | *                            | *           | *       | *                             |
| Filipino                           | *                            | *           | *       | *                             |
| Hispanic or Latino                 | 60                           | 60          | 68      | *                             |
| Pacific Islander                   | 93                           | 87          | *       | *                             |
| White                              | 64                           | 66          | 70      | *                             |
| Males                              | 62                           | 64          | 70      | *                             |
| Females                            | 66                           | 63          | 63      | *                             |
| Socioeconomically<br>Disadvantaged | 59                           | 61          | 53      | *                             |
| English Learners                   | 40                           | 43          | *       | *                             |
| Students with<br>Disabilities      | 78                           | 74          | *       | *                             |
| Migrant Education                  | *                            | *           | *       | *                             |
| Two or More<br>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.

| 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       | 379                | 836          | 1,431              | 796          | 4,664,264          | 788          |
| Black or African American        | 50                 | 794          | 174                | 776          | 313,201            | 710          |
| Hispanic or Latino               | 98                 | 812          | 401                | 777          | 2,425,230          | 740          |
| Native Hawaiian/Pacific Islander | 15                 | 921          | 42                 | 869          | 26,563             | 775          |
| White                            | 169                | 849          | 670                | 799          | 1,221,860          | 853          |
| Two or More Races                | 32                 | 829          | 77                 | 831          | 88,428             | 849          |
| Socioeconomically Disadvantaged  | 161                | 807          | 743                | 769          | 2,779,680          | 737          |
| English Learners                 | 22                 | 739          | 92                 | 746          | 1,530,297          | 716          |
| Students with Disabilities       | 26                 | 818          | 109                | 643          | 530,935            | 607          |

| API School Results              |       |       |       |
|---------------------------------|-------|-------|-------|
|                                 | 2009  | 2010  | 2011  |
| Statewide                       | 6     | 4     | 6     |
| Similar Schools                 | 7     | 2     | 7     |
| Group                           | 09-10 | 10-11 | 11-12 |
| All Students at the School      |       |       |       |
| Actual API Change               | -50   | 52    | 20    |
| Black or African American       |       |       |       |
| Actual API Change               | -44   | -     | -     |
| Hispanic or Latino              |       |       |       |
| Actual API Change               | -60   | 84    | 18    |
| White                           |       |       |       |
| Actual API Change               | -47   | 33    | 24    |
| Socioeconomically Disadvantaged |       |       |       |
| Actual API Change               | -31   | 69    | 10    |

## 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             | No                      | Yes         | 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, 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).

| Percentage of Students in Healthy Fitness Zone |                       |                       |                      |
|--|-----------------------|-----------------------|----------------------|
| 2011-12  |                       |                       |                      |
| Grade Level                                    | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5  | 19.2%                 | 29.2%                 | 41.7%                |

\*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, Tiefert View Intermediate School staffed 24 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        | 22     | 25    | 19    | 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, Positive Behavior Intervention Support (PBIS), Professional Learning Communities (PLC), 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 Tiefert View Intermediate 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 Edward Thompson since the start of the 2010-11 school year. Dr. Thompson has 31 years of experience in education, including positions held in special education, regular education, and administration.

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:

- Parent-Teacher Organization
- School Site Council
- Professional Learning Communities
- Leadership Team

## School Facilities

Tiefert View Intermediate School, recently constructed in 2006, is currently comprised of 28 classrooms, a library, a multi-purpose room, an administrative office, and one playground. The chart displays the results of the most recent school facilities inspection provided by the district. Recent renovations include upgrades to the A/C systems to allow remote and computerized monitoring of classroom conditions.

### 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.

| School Facility Conditions                                 |                                  |      |      |  |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 09/12/2012                        |                                  |      |      |  |
| 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                                |      |      |  |
| Interior   | X                                |      |      |  |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X                                |      |      |  |
| Electrical   | X                                |      |      | Rm M2 - Flickering bank of lights over teacher's desk.   |
| Restrooms/Fountains  | X                                |      |      | Rm A2 - Drinking fountain doesn't work; Rm A3 - Faucet and drinking fountain loose, cover plate by door missing. |
| Safety (Fire Safety, Hazardous Materials)                  | X                                |      |      |  |
| Structural (Structural Damage, Roofs)                      | X                                |      |      |  |
| External (Grounds, Windows, Doors, Gates, Fences)          |                                  |      | X    | Grounds - Shade structure canopy missing, on order and being replaced.   |

### 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 Tiefort View Intermediate 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 October 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                       | \$52,971 |
| District                     | \$61,947 |
| Percentage of Variation      | -14.49%  |
| School & State               |          |
| All Unified School Districts | \$62,892 |
| Percentage of Variation      | -15.78%  |

## 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<br>Teachers - Principal - Superintendent<br>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                      | \$5,826 |
| From Supplemental/Restricted Sources              | \$1,477 |
| From Basic/Unrestricted Sources                   | \$4,349 |
| District  |         |
| From Basic/Unrestricted Sources                   | \$2,173 |
| Percentage of Variation between School & District | 100.14% |
| State   |         |
| From Basic/Unrestricted Sources                   | \$5,455 |
| Percentage of Variation between School & State    | -20.28% |

## 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