# Calico Continuation High School
## School Accountability Report Card
## Reported Using Data from the 2013-14 School Year
### Published During 2014-15

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

• For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

• View this SARC online at the school and/or LEA Web sites.

• For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

• For additional information about the school, parents and community members should contact the school principal or the district office.

## About This School

**Contact Information (Most Recent Year)**

| School Contact Information | |
|---|---|
| **School Name** | Calico Continuation High School |
| **Street** | 33525 Ponney |
| **City, State, Zip** | Daggett California 92327 |
| **Phone Number** | 760.254.2715 |
| **Principal** | Michael Cox |
| **E-mail Address** | mcox@svusdk12.net |
| **Web Site** | www.svusdk12.net |
| **CDS Code** | 36-73890-3630282 |

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

**School Description and Mission Statement (Most Recent Year)**

The vision of Calico High School 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 and the adequate yearly progress (AYP).

**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, one middle, one K-8, one comprehensive high school, and one Alternative Education Center (AEC). The AEC is made up of four schools, Calico High School, Silver Valley Academy, Silver Valley Community Day School, and Silver Valley Adult Education Center.

Calico High School (CHS) is WASC accredited (2013) and is located at the AEC and includes a Opportunity Program (7-9) and a continuation high school (ages 16-18). Students who experience difficulty in traditional school settings often find success in alternative programs. CHS provides individual instruction with frequent one-to-one student and teacher interaction. The school foster a college atmosphere and an attitude to prepare students for higher learning and or career readiness.

Placement at the school may be voluntary or referred through the district process. Students are screened prior to enrolling. Flexibility is key to student success. The school's programs offer several options to students regarding how assignments are completed. The curriculum is equivalent to the comprehensive high school and includes credit recovery. Preparing students for re-admittance back to the high school is a school goal.

**Student Enrollment by Grade Level (School Year 2013-14)**

| Grade Level | Number of Students |
|---|---|
| Grade 8 | 1 |
| Grade 9 | 1 |
| Grade 11 | 7 |
| Grade 12 | 5 |
| Total Enrollment | 14 |

**Student Enrollment by Group (School Year 2013-14)**

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 7.1 |
| American Indian or Alaska Native | 7.1 |
| Asian | 0.0 |
| Filipino | 0.0 |
| Hispanic or Latino | 50.0 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 35.7 |
| Two or More Races | 0.0 |
| Socioeconomically Disadvantaged | 92.9 |
| English Learners | 14.3 |
| Students with Disabilities | 0.0 |

# A. Conditions of Learning

## State Priority: Basic

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

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

**Teacher Credentials**

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| **With Full Credential** | 2 | 1 | 1 | 135 |
| **Without Full Credential** | 0 | 0 | 0 | 2 |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0 | 0 | 0 | 0 |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|
| **Misassignments of Teachers of English Learners** | 0 | 0 | 0 |
| **Total Teacher Misassignments *** | 0 | 0 | 0 |
| **Vacant Teacher Positions** | 0 | 0 | 0 |

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

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

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| **This School** | 100.00 | 0.00 |
| **All Schools in District** | 99.36 | 0.64 |
| **High-Poverty Schools in District** | 98.97 | 1.03 |
| **Low-Poverty Schools in District** | 100.00 | 0.00 |

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

**Year and month in which data were collected:** September 2014

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 2013-14 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 September 09, 2014.

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 September 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Holt - 2010 | Yes | 0% |
| **Mathematics** | Holt, Rinehart & Winston - 2008<br>Pearson - 2008 | Yes | 0% |
| **Science** | Glencoe/McGraw Hill - 2007<br>Kendall/Hunt - 2007<br>Prentice Hall - 2007 | Yes | 0% |
| **History-Social Science** | Glencoe/McGraw Hill - 2006 | Yes | 0% |
| **Foreign Language** | McDougal Littell - 2004 | Yes | 0% |
| **Health** | Glencoe/McGraw Hill - 2010 | Yes | 0% |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Situated on 8 acres, the Alternative Education Center site serves Calico Continuation High School, Silver Valley Academy, Silver Valley Adult School, and the Silver Valley Community Day School. This site was originally constructed in 1953. The campus is comprised of 14 permanent classrooms, and 2 portable classrooms. The multipurpose room and 4 classrooms are currently unoccupied.

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

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

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

**School Facility Good Repair Status (Most Recent Year)**

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: 07/18/2014 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | [X] | [ ] | [ ] | Poor HVAC performance in unoccupied rooms (Rooms 11, 12, 13, 14, MPR and Kitchen). |
| **Interior:**<br>Interior Surfaces | [ ] | [X] | [ ] | Some damaged interior surfaces in Rooms 2, 5, 7/8, and Boys restrooms by Rms 10 and 3. |
| **Cleanliness:**<br>Overall Cleanliness, Pest/ Vermin Infestation | [X] | [ ] | [ ] | Unoccupied Rooms 12, 13, 14, and Kitchen are dirty/dusty and need to be cleaned prior to re-occupancy. |
| **Electrical:**<br>Electrical | [X] | [ ] | [ ] | |

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: 07/18/2014 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and<br>Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | [X] | [ ] | [ ] | |
| **Safety:**<br>Fire Safety, Hazardous Materials | [X] | [ ] | [ ] | |
| **Structural:**<br>Structural Damage, Roofs | [X] | [ ] | [ ] | |
| **External:**<br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | [X] | [ ] | [ ] | |

**Overall Facility Rating (Most Recent Year)**

| | **Exemplary** | **Good** | **Fair** | **Poor** |
|---|---|---|---|---|
| **Overall Rating** | [ ] | [X] | [ ] | [ ] |

## B. Pupil Outcomes

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; and

• The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)**

| **Subject** | **Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards)** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **School** | | | **District** | | | **State** | | |
| | **2011-12** | **2012-13** | **2013-14** | **2011-12** | **2012-13** | **2013-14** | **2011-12** | **2012-13** | **2013-14** |
| **Science (grades 5, 8, and 10)** | | | | 60 | 58 | 64 | 60 | 59 | 60 |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

| Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| **All Students in the LEA** | 64 |
| **All Student at the School** | |
| **Male** | |
| **Female** | |
| **Black or African American** | |
| **American Indian or Alaska Native** | |
| **Asian** | |
| **Filipino** | |
| **Hispanic or Latino** | |
| **Native Hawaiian or Pacific Islander** | |
| **White** | |
| **Two or More Races** | |
| **Socioeconomically Disadvantaged** | |
| **English Learners** | |
| **Students with Disabilities** | |
| **Students Receiving Migrant Education Services** | |

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Standardized Testing and Reporting Results for All Students (Three-Year Comparison)**

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| **English-Language Arts** | 7 | 27 | | 53 | 56 | 59 | 54 | 56 | 55 |
| **Mathematics** | | | | 46 | 52 | 53 | 49 | 50 | 50 |
| **History-Social Science** | | | 0 | 40 | 44 | 42 | 48 | 49 | 49 |

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Academic Performance Index Ranks (Three-Year Comparison)**

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|---|---|---|---|
| **Statewide** | | | |
| **Similar Schools** | | | |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

**Academic Performance Index Growth by Student Group (Three-Year Comparison)**

| Group | Actual API Change | | |
|---|---|---|---|
| | 2010-11 | 2011-12 | 2012-13 |
| **All Students at the School** | N/D | | |
| **Black or African American** | | | |
| **American Indian or Alaska Native** | | | |
| **Asian** | | | |
| **Filipino** | | | |
| **Hispanic or Latino** | | | |
| **Native Hawaiian/Pacific Islander** | | | |
| **White** | | | |
| **Two or More Races** | | | |
| **Socioeconomically Disadvantaged** | | | |
| **English Learners** | | | |
| **Students with Disabilities** | | | |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**Career Technical Education Programs (School Year 2013-14)**

Calico High School 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 for jobs, such as writing resumes and interviewing skills. Calico High School 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 .

Calico High School does not offer on-site vocational classes. Students may participate in San Bernardino County's Regional Occupation Program (ROP). Classes are offered to students who are age 16 and older at the Silver Valley High School campus. A list of courses may be obtained from the ROP office . For more information about Career/Technical Education and/or the District's Regional Occupation Program, please contact Principal Cameron Smart at Silver Valley High School.

**Career Technical Education Participation (School Year 2013-14)**

| Measure | CTE Program Participation |
|---|---|
| **Number of pupils participating in CTE** | 0 |
| **% of pupils completing a CTE program and earning a high school diploma** | 0 |
| **% of CTE courses sequenced or articulated between the school and institutions of postsecondary education** | 0 |

**Courses for University of California and/or California State University Admission**

| UC/CSU Course Measure | Percent |
|---|---|
| **2013-14 Students Enrolled in Courses Required for UC/CSU Admission** | 0.00 |
| **2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission** | 0.00 |

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | | | | 44 | 50 | 53 | 56 | 57 | 56 |
| Mathematics | | | | 44 | 52 | 63 | 58 | 60 | 62 |

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

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

| Group | English-Language Arts | | | Mathematics | | |
|---|---|---|---|---|---|---|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 47 | 33 | 20 | 37 | 44 | 19 |
| All Students at the School | 0 | | | 0 | | |
| Male | | | | | | |
| Female | | | | | | |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |
| Hispanic or Latino | | | | | | |
| Native Hawaiian or Pacific Islander | | | | | | |
| White | | | | | | |
| Two or More Races | | | | | | |
| Socioeconomically Disadvantaged | | | | | | |
| English Learners | | | | | | |
| Students with Disabilities | | | | | | |
| Students Receiving Migrant Education Services | | | | | | |

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

# C. Engagement

## State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to undertake an active role in their child's education. Parents are welcome to volunteer in the class rooms, chaperone school events and field trips, and participate on the School Site Council. The Parent Booster's Club helps fund numerous activities for the school.

Numerous programs and activities at Calico Continuation High School are enriched by generous contributions from local businesses and service organizations.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

| Indicator | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate | 19.5 | | 3.1 | 19.5 | | 3.1 | 14.7 | 13.1 | 11.4 |
| Graduation Rate | 72.57 | | 93.88 | 72.57 | 85.34 | 93.88 | 77.14 | 78.87 | 80.44 |

**Completion of High School Graduation Requirements (Graduating Class of 2013)**

| Group | Graduating Class of 2013 | | |
|---|---|---|---|
| | School | District | State |
| All Students | 150.00 | 97.09 | 84.56 |
| Black or African American | 0.00 | 100.00 | 75.90 |
| American Indian or Alaska Native | 0.00 | 100.00 | 77.82 |
| Asian | 0.00 | 0.00 | 92.94 |
| Filipino | 0.00 | 66.67 | 92.20 |
| Hispanic or Latino | 100.00 | 100.00 | 80.83 |
| Native Hawaiian/Pacific Islander | 0.00 | 100.00 | 84.06 |
| White | 200.00 | 91.84 | 90.15 |
| Two or More Races | 0.00 | 300.00 | 89.03 |
| Socioeconomically Disadvantaged | 150.00 | 92.45 | 82.58 |
| English Learners | 0.00 | 100.00 | 53.68 |
| Students with Disabilities | 0.00 | 100.00 | 60.31 |

## State Priority: School Climate

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

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

**Suspensions and Expulsions**

| Rate | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 23.1 | 10.3 | 0 | 6.2 | 5.9 | 4.6 | 5.7 | 5.1 | 4.4 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.3 | 0.1 | 0.1 | 0.1 |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

**School Safety Plan (Most Recent Year)**

The safety of students and staff is a primary concern of Calico Continuation High 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 January 2014, with all revisions reviewed with the staff in September 2013. 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, school wide 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.

# D. Other SARC Information

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

**Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)**

| AYP Criteria | School | District |
|---|---|---|
| **Made AYP Overall** | | |
| **Met Participation Rate: English-Language Arts** | | |
| **Met Participation Rate: Mathematics** | | |
| **Met Percent Proficient: English-Language Arts** | | |
| **Met Percent Proficient: Mathematics** | | |
| **Met Graduation Rate (if applicable)** | | |

**Federal Intervention Program (School Year 2014-15)**

| Indicator | School | District |
|---|---|---|
| **Program Improvement Status** | | Not In PI |
| **First Year of Program Improvement** | | |
| **Year in Program Improvement*** | | |
| **Number of Schools Currently in Program Improvement** | --- | 0 |
| **Percent of Schools Currently in Program Improvement** | --- | 0.0 |

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

**Academic Counselors and Other Support Staff (School Year 2013-14)**

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| **Academic Counselor** | .2 | 75 |
| **Counselor (Social/Behavioral or Career Development)** | 0 | --- |
| **Library Media Teacher (Librarian)** | 0 | --- |
| **Library Media Services Staff (Paraprofessional)** | 0 | --- |
| **Psychologist** | .2 | --- |
| **Social Worker** | 0 | --- |
| **Nurse** | .05 | --- |
| **Speech/Language/Hearing Specialist** | .1 | --- |
| **Resource Specialist** | 0 | --- |
| **Other** | 0 | --- |

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|---|---|---|---|
| | **Total** | **Supplemental/ Restricted** | **Basic/ Unrestricted** | |
| **School Site** | $13,478 | $4,208 | $9,270 | $67,455 |
| **District** | --- | --- | $4,984 | $61,539 |
| **Percent Difference: School Site and District** | --- | --- | 86.0 | 15.2 |
| **State** | --- | --- | $4,690 | $63,037 |
| **Percent Difference: School Site and State** | --- | --- | 67.4 | 6.8 |

Note: Cells with "---" do not require data.

## Types of Services Funded (Fiscal Year 2013-14)

Based on 2010-11 audited financial statements, Silver Valley Unified School 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.govds/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.

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $41,802 | $38,920 |
| **Mid-Range Teacher Salary** | $63,688 | $59,803 |
| **Highest Teacher Salary** | $86,425 | $78,096 |
| **Average Principal Salary (Elementary)** | $103,623 | $95,836 |
| **Average Principal Salary (Middle)** | $102,189 | $99,849 |
| **Average Principal Salary (High)** | $111,258 | $107,599 |
| **Superintendent Salary** | $187,197 | $151,912 |
| **Percent of Budget for Teacher Salaries** | 29 | 37 |
| **Percent of Budget for Administrative Salaries** | 6 | 6 |

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

**Advanced Placement Courses (School Year 2013-14)**

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---|---|---|
| Computer Science | | --- |
| English | | --- |
| Fine and Performing Arts | | --- |
| Foreign Language | | --- |
| Mathematics | | --- |
| Science | | --- |
| Social Science | | --- |
| All courses | | |

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

**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 various opportunities for professional development. Teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. For 2013-14 staff development / PLC topics included: APEX Training, Oars Training, Pearson ELA Training, Pearson DRA Training, Holt Differential Instruction ELA, CMAT (Math) Training, Singapore Math Conference, Scholastic Read 180 & 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.