

Silver Valley High School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Silver Valley High School
Street	35484 Daggett/Yermo Rd.
City, State, Zip	Yermo, CA 92398-0847
Phone Number	(760) 254-2963
Principal	Cameron Smart
E-mail Address	csmart@svusdk12.net
CDS Code	36- 73890-3630274

District Contact Information	
District Name	Silver Valley Unified School District
Phone Number	760.254.2916
Web Site	www.svusdk12.net
Superintendent	Marc Jackson
E-mail Address	mjackson@svusdk12.net

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Principal's Message

The purpose of the Annual School Report Card is to provide parents with information about Silver Valley High School's instructional programs, academic achievement, materials and facilities, and the staff.

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

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

School Mission Statement

Together we create an educationally productive and engaging experience where all students prepare to achieve academic and career success.

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.

As the only comprehensive high school within the district, Silver Valley High offers a rigorous, standards-based curriculum, college preparatory classes and activities, vocational education classes, classes in the fine arts and foreign languages, a variety of co-curricular activities, and numerous sports programs.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents and the community are very supportive of the educational program at Silver Valley High School. Parents are encouraged to become involved by volunteering at the school, chaperoning events, participating in school activities, and joining the School Site Council.

Contact Information

Parents who wish to volunteer or participate in the school's committees or activities, may contact the office at (760) 254-2963. The district's website (<http://www.svusdk12.net>) also provides helpful information and a variety of resources for parents, students, and the community.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

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>.

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	52	49	51	53	56	59	54	56	55
Mathematics	24	26	24	46	52	53	49	50	50
Science	55	64	55	52	60	58	57	60	59
History-Social Science	39	45	41	40	44	42	48	49	49

Note: 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 by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	59	53	58	42
All Student at the School	51	24	55	41
Male	51	23	52	46
Female	52	24	58	35
Black or African American	39	18	39	33
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	55	23	44	40
Native Hawaiian/Pacific Islander				
White	52	25	65	40
Two or More Races				
Socioeconomically Disadvantaged	47	19	51	40
English Learners				
Students with Disabilities	20	20		
Students Receiving Migrant Education Services				

Note: 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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	59	43	52	56	44	50	59	56	57
Mathematics	46	45	54	44	44	52	56	58	60

Note: 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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	50	29	21	48	42	10
All Students at the School	48	29	22	46	43	11
Male	54	28	18	50	43	7
Female	43	31	26	41	44	15
Black or African American	63	21	16	47	47	5
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	41	35	24	54	38	8
Native Hawaiian/Pacific Islander						
White	44	31	25	40	45	15
Two or More Races						
Socioeconomically Disadvantaged	53	27	20	46	50	4
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: 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 Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7			
9	32.4	22.9	19.0

Note: 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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	5	6	5
Similar Schools	7	8	6

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	36	-17	21
Black or African American	98		
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	42	9	38
Native Hawaiian/Pacific Islander			
White	2	-28	37
Two or More Races			
Socioeconomically Disadvantaged	23	-34	33
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.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	293	780	1,438	815	4,655,989	790
Black or African American	45	734	193	795	296,463	708
American Indian or Alaska Native	9		27	797	30,394	743
Asian	4		17	848	406,527	906
Filipino	7		24	819	121,054	867
Hispanic or Latino	85	786	396	806	2,438,951	744
Native Hawaiian/Pacific Islander	7		32	800	25,351	774
White	126	788	642	822	1,200,127	853
Two or More Races	10		104	842	125,025	824
Socioeconomically Disadvantaged	146	749	804	788	2,774,640	743
English Learners	16	785	78	778	1,482,316	721
Students with Disabilities	22	531	175	670	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2013-14)

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 (ELA 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>.

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

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 7	
Ungraded Elementary	
Grade 9	126
Grade 10	126
Grade 11	116
Grade 12	78
Ungraded Secondary	
Total Enrollment	446

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	14.6	White	43.5
American Indian or Alaska Native	2.9	Two or More Races	3.1
Asian	0.9	Socioeconomically Disadvantaged	47.3
Filipino	2.5	English Learners	5.6
Hispanic or Latino	30.0	Students with Disabilities	10.3
Native Hawaiian/Pacific Islander	2.5		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.1	3	10	5	17.9	21	10	0	13	25	6	
Mathematics	24.5	5	14	0	19.4	18	4	0	16	20	5	
Science	27.5	1	13	1	21.7	7	10	1	19	11	9	
Social Science	26.1	4	8	3	20.5	12	5	0	19	12	7	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The safety of students and staff is a primary concern of Silver Valley 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 March 2013, 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.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	32.9	30.7	13.9	8.9	12.7	5.5
Expulsions	1.1	0.4	1.5	0.3	0.3	.5

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

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Situated on 40 acres, Silver Valley High School was originally constructed in 1983. The campus is comprised of eight permanent classrooms, 17 portable classrooms, an industrial arts building, a library, a gymnasium, four computer labs, and track and ball fields. During 2012-13, the staff parking lot was replaced with concrete, the basketball courts have been crack-filled and resurfaced, the boy's restroom on the B Wing has been completely renovated, and landscaping improvements have been made throughout the campus.

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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: 7/11/13				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	Mail Room, Rms A4, A3, A2,A1, B4, B3 , B2 ,B1 , F1, F2, F3, F6, F7, D1, D2, MPR - HVAC poor performance.
Interior: Interior Surfaces	[]	[]	[X]	Mail Room, and Rm A4 - Pieces of cove base missing; B Wing Girls RR, H Wing Portable Girls RR, H Wing Portable Boys RR, MPR. Gym, Rms A3, B4 , B3, B2, B1, H7, H6, H5, H4, H3, H2, G1. E4, E1, D2 , and D1 - Some damage to interior surfaces.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Gym - Some plumbing issues in showers and restrooms.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	26	26	26	127
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.20	---
Social Worker	0	---
Nurse	.15	---
Speech/Language/Hearing Specialist	.20	---
Resource Specialist	0	---
Other	0	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

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.

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 Adopted 2010	Yes	0.0%
Mathematics	Holt, Rinehart & Winston Adopted 2008 Pearson Adopted 2008	Yes	0.0%
Science	Glencoe/McGraw Hill Adopted 2007 Kendall/Hunt Adopted 2007 Prentice Hall Adopted 2007	Yes	0.0%
History-Social Science	Glencoe/McGraw Hill Adopted 2006	Yes	0.0%
Foreign Language	McDougal Littell Adopted 2004	Yes	0.0%
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,214	\$1,515	\$6,699	\$62,868
District	---	---	\$4,984	\$58,542
Percent Difference: School Site and District	---	---	34.4	7.4
State	---	---	\$5,537	\$63,166
Percent Difference: School Site and State	---	---	21.0	-0.5

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a 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>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

- Title 1. 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 (ErA) - Limited English Proficient

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,982	\$38,578
Mid-Range Teacher Salary	\$62,439	\$59,799
Highest Teacher Salary	\$84,730	\$78,044
Average Principal Salary (Elementary)	\$101,076	\$95,442
Average Principal Salary (Middle)	\$102,519	\$98,080
Average Principal Salary (High)	\$106,741	\$106,787
Superintendent Salary	\$170,179	\$150,595
Percent of Budget for Teacher Salaries	29.1%	37.1%
Percent of Budget for Administrative Salaries	6.3%	5.9%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

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>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	22.8	10.1	4.0	27.7	19.5	7.8	16.6	14.7	13.1
Graduation Rate	75.0	82.0	95.0	67.2	72.6	85.3	74.7	77.1	78.9

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	100	110	418,598
Black or African American	17	20	28,078
American Indian or Alaska Native	2	2	3,123
Asian	0	0	41,700
Filipino	2	2	12,745
Hispanic or Latino	29	31	193,516
Native Hawaiian/Pacific Islander	1	1	2,585
White	48	53	127,801
Two or More Races	1	1	6,790
Socioeconomically Disadvantaged	49	56	217,915
English Learners	10	10	93,297
Students with Disabilities	8	12	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Silver Valley 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.

The school addresses the needs of all students , as well as those in career preparation, through guidance and counseling from school personnel regarding career paths and courses of study. Speakers from the community, job shadowing , work experience, SPED training, use of technology, career-related research projects , and community service projects are made available to heighten student awareness of options for education, training, and employment beyond high school. All seniors must create a portfolio prior to graduating. This process helps them to develop skills necessary for applying to jobs, such as resume writing and interviewing techniques.

The following Career Technical Education (CTE) programs offered at the school:

- Introduction to Business
- Introduction to Computers
- Keyboarding
- Personal Finance
- ROPAuto
- Desktop Publishing
- 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. For more information about Career/Technical Education and/or the District's Regional Occupation Program, please contact Principal Griggs.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	253
% of pupils completing a CTE program and earning a high school diploma	72.0
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	2.0

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	67.2
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	31.0

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	4	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics	4	---
Science		---
Social Science		---
All courses	8	1.3

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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 ORA Training, Holt Differential Instruction ELA, CMAT (Math) Training, three day RTI 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.