



Silver Valley High School

Silver Valley Unified School District

Cameron Smart, Principal

Serving grades Nine through Twelve

csmart@svusdk12.net

2011-2012 School Accountability Report Card

**35320 Daggett-Yermo Rd.
Yermo, CA 92398
(760) 254-2963
(760) 254-3043 Fax**

District Administration

Dr. Marc Jackson
Superintendent

Micheline G. Miglis
Assistant Superintendent,
Educational Services

Jill S. Kemock
Assistant Superintendent,
Business Services

Jesse M. Najera,
Executive Director,
Human Resources

Board of Trustees

Karen Gray
President

Brian Boatwright
Vice President

Lynn McKee
Clerk

Heather Rae Reid
Member

Christina Downing
Member

www.svusdk12.net

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.

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

Students, parents, and staff will work together to create a top school by offering a productive and stimulating experience where students can achieve their visions of a meaningful and fulfilling life.

Expected Schoolwide Learning Results

A Complete Citizen:

- Caring
- Communicative
- Complex Thinker
- Self-Directed
- Collaborative
- Creative
- Healthy

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.

Located in the Mojave Desert of Southern California, Silver Valley High School served 469 ninth through twelfth grade students on a traditional calendar schedule during the 2011-12 school year. Additional student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	14.5%
American Indian	2.3%
Asian	0.2%
Filipino	2.1%
Hispanic or Latino	29.0%
Pacific Islander	1.7%
White	46.9%
Two or More	3.0%
None Reported	0.2%

Discipline & Climate for Learning

Due to its relatively small enrollment for a comprehensive high school, Silver Valley High exhibits many of the positive attributes of a small learning community. The school's learning environment is very safe and controlled, while offering a relaxed and positive atmosphere. Student test scores, attendance, and graduation rates are relatively high, while student drug and alcohol use, and suspension and expulsion rates are low.

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

The suspensions and expulsions table illustrates total cases for the school and district for all grade levels, as well as the percentage of total enrollment. Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	185	116	144	382	253	310
Suspension Rate	34.1%	26.4%	30.7%	12.8%	9.9%	12.7%
Expulsions	2	5	2	7	15	7
Expulsion Rate	0.4%	1.1%	0.4%	0.2%	0.6%	0.3%

Student Recognition

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

- Renaissance Program (GPA of 3.0+)
- Student Spotlight Recognition (local newspaper)
- CIF Student Athlete Recognition
- Monthly Drawings for Perfect Attendance, Good Behavior, No Tardies, and Student-of-the-Month.

Extracurricular Activities

Students are encouraged to participate in the school's 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:

- Associated Student Body
- Football, Volleyball, & Cross Country
- Peer Tutoring
- School Site Council
- National Honor Society
- Students Against Drunk Driving (SADD)
- Baseball
- Softball
- Basketball

Class Size

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

Class Size Distribution												
Average Class Size				Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
10	11	12	10	11	12	10	11	12	10	11	12	
By Subject Area												
English	28	28	18	3	3	21	12	10	10	6	5	-
Mathematics	24	25	19	5	5	18	12	14	4	3	-	-
Science	29	28	22	3	1	7	8	13	10	5	1	1
Social Science	28	26	21	1	4	12	12	8	5	3	3	-

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. The chart displays the trend in enrollment over the past three years.

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
9th	63	145	122
10th	161	85	131
11th	144	119	107
12th	175	90	108

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.

Dropout & Graduation Rates

Silver Valley High School has instituted several interventions to promote attendance and to prevent students from dropping out of school. These include on-site academic interventions or enrollment at one of the district's alternative programs, including the continuation high school, independent study, and adult education classes. The chart displays the graduation and dropout rates for the most recent three-year period.

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

Graduation & Dropout Rates			
	08-09	09-10	10-11
Dropout Rate	1.80%	22.80%	10.10%
Graduation Rate	-	73.40%	82.02%

Curriculum Improvement

Teachers work with administration to recommend appropriate state-approved textbooks and instructional materials to the Board of Trustees for adoption and to ensure the sufficient availability to meet the needs of all learners in the Silver Valley Unified School District. Teachers receive professional development in order to fully implement the state approved and Board approved instructional programs, which are rigorous and robust.

Textbooks & Instructional Materials (School Year 2012-13)

Pursuant to the settlement of *Williams vs. the State of California*, Silver Valley Unified School District thoroughly inspected each of its school sites at the start of the 2012-13 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is June 19th, 2012.

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
9th-12th	English Language Development	Holt	2010	Yes	0.0%
9th-12th	Foreign Language	McDougal Littell	2004	Yes	0.0%
9th-12th	History/Social Science	Glencoe/McGraw Hill	2006	Yes	0.0%
9th-12th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
9th-12th	Mathematics	Pearson	2008	Yes	0.0%
9th-12th	Science	Glencoe/McGraw Hill	2007	Yes	0.0%
9th-12th	Science	Kendall/Hunt	2007	Yes	0.0%
9th-12th	Science	Prentice Hall	2007	Yes	0.0%

Library Information

The school's library, staffed by a full-time library clerk, is stocked with numerous 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 before and after school. Eight computer workstations within the library are connected to the Internet, so students may access resources and information online.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Computer Resources

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Each classroom contains a minimum of one Internet-accessible computer. The school offers two computer labs which are primarily used for technology and business electives, as well as instruction of the core curriculum. The labs, containing a combined total of 60 workstations, are available to students during lunch and after school for use in research and classroom assignments. Students also have access to three portable computer labs with 75 wireless laptop computers.

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>.

Parent & Community 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 and Booster Club.

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.

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.

Student Achievement & Testing

The district has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. In addition to the Standardized Testing and Reporting (STAR) Program, Accelerated Reader Tests (K-8th), Success for All Assessments (K-5th), and report card grades are used to determine whether students are performing below, at, or above grade-level standards.

Silver Valley Unified School District is currently in the process of identifying a districtwide formative assessment. The district implemented the Standards Plus program, which contains standards-based mini-lessons and formative assessments that enable teachers to frequently check the progress of students' mastery of state Content Standards.



California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	47	52	49	46	53	56	52	54	56
Mathematics	19	24	26	38	46	52	48	50	51
Science	52	55	64	50	52	60	54	57	60
History/Social Science	38	39	45	35	40	44	44	48	49

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	56	52	60	44
School	49	26	64	45
African American/ Black	41	18	52	34
American Indian	36	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	45	24	56	44
Pacific Islander	*	*	*	*
White	53	29	72	48
Males	42	28	69	49
Females	57	23	59	41
Socioeconomically Disadvantaged	42	21	62	40
English Learners	*	*	*	*
Students with Disabilities	14	*	*	8
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2012-13)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	10.00%

Academic Performance Index (API)

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

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

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

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

API School Results			
	2009	2010	2011
Statewide	5	5	6
Similar Schools	7	7	8
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	25	36	-16
Black or African American			
Actual API Change	-	98	-

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	274	753	1,431	796	4,664,264	788
Black or African American	44	751	174	776	313,201	710
Hispanic or Latino	76	742	401	777	2,425,230	740
White	129	744	670	799	1,221,860	853
Socioeconomically Disadvantaged	123	710	743	769	2,779,680	737
English Learners	16	651	92	746	1,530,297	716
Students with Disabilities	15	444	109	643	530,935	607

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	No	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		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 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
9	21.2%	26.5%	21.2%

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

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English Language/Arts section and a Math section with three performance levels: "Advanced," "Proficient," and "Not Proficient." The score a student must achieve to be considered "Proficient" is different than the passing score for the graduation requirement.

CAHSEE By Subject for All Grade Ten Students									
	2009-10			2010-11			2011-12		
	School	District	State	School	District	State	School	District	State
English	54.0	52.0	54.0	59.0	56.0	59.0	43.0	44.0	56.0
Mathematics	42.0	41.0	54.0	46.0	44.0	56.0	45.0	44.0	58.0

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	56.0	29.0	15.0	56.0	35.0	9.0
All Students School	57.0	28.0	15.0	55.0	35.0	9.0
Male	67.0	29.0	4.0	56.0	34.0	10.0
Female	45.0	28.0	28.0	56.0	34.0	10.0
African American	48.0	36.0	16.0	52.0	36.0	12.0
Hispanic or Latino	65.0	22.0	14.0	68.0	22.0	11.0
White	55.0	31.0	15.0	53.0	40.0	7.0
Socioeconomically Disadvantaged	74.0	20.0	7.0	58.0	35.0	6.0
Students with Disabilities	-	-	-	100.0	-	-

Completion of High School Graduation Requirements – Class of 2012

Students in California public schools must pass both the English/Language Arts and Mathematics sections of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2011-12 school year in the twelfth grade, the table displays the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
	School	District	State
All Students	74.0%	82.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%
African American/Black	6.8%	6.1%	0.0%
American Indian	4.1%	3.7%	0.0%
Asian	2.7%	2.4%	0.0%
Filipino	0.0%	0.0%	0.0%
Hispanic or Latino	39.2%	30.0%	0.0%
Pacific Islander	0.0%	1.2%	0.0%
White	44.6%	46.3%	0.0%
English Learners	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%
Two or More Races	2.7%	2.4%	0.0%

* Data was not available at the time of publication.

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>.

Advanced Placement Classes (School Year 2011-12)

The Silver Valley High's Advanced Placement (AP) program consists of college-level courses in Statistics. The school is in the process of expanding its AP course offerings to include: Statistics, Calculus, English Literature & Composition, and Environment Science.

UC/CSU Course Completion

Students are encouraged to take the required courses if they plan to attend a four-year college or university. All students must pass each course with a grade no lower than "C" per semester. Silver Valley High School offers a full slate of courses required for admission to the University of California (UC) and California State University (CSU) systems.

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2011-12)	64.1%
Graduates Who Completed All Courses Required for UC/ CSU Admission (2010-11)	1.4%

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

Advanced Placement Classes

	# of Courses
Fine and Performing Arts	-
Computer Science	-
English	1
Foreign Language	-
Mathematics	1
Science	-
Social Science	-
Totals	2
Percent of Students in AP Courses	1.1%

Workforce Preparation (School Year 2011-12)

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:

- Accounting
- Introduction to Business
- Introduction to Computers
- Keyboarding
- Personal Finance
- ROP Auto
- ROP 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.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	253
What percent of the school's pupils complete a CTE program and earn a high school diploma?	72.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	2.0

Teacher Assignment

Silver Valley Unified School District recruits and employs only the most qualified credentialed teachers. During the 2011-12 school year, Silver Valley High School staffed 26 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

	Teacher Credential Status		
	School		
	09-10	10-11	11-12
Fully Credentialed	29	26	26
Without Full Credentials	0	0	0
Working Outside Subject	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching EL students) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2012-13 school year, the most current available data are reported.

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

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Counseling & Support Staff (School Year 2011-12)

In addition to academics, the staff at Silver Valley High 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. The support staff is devoted to helping students deal with problems and assisting them to reach positive goals. *The counselor-to-pupil ratio is 1:469.* The chart displays a list of support services that are offered to students.

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.

Silver Valley High School offers support to students whose test results indicate they need additional assistance to achieve grade-level proficiency. This may include extended-day tutoring or enrollment in a support class for language arts/mathematics (in lieu of an elective) where instruction is delivered according to the student's proficiency level.

Students are identified as English Learners (EL) through the California English Language Development Test (CELDT). The school accommodates the needs of EL students by providing specialized instruction within the regular classroom setting, supported by an EL Coordinator who tracks students' progress.

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. The Student Study Team develops an Individual Education Plan (IEP) for any student with emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a special needs student will receive, which may include placement in a Resource Specialist Program, a Special Day Class, the Success Program, and/or sessions with the Speech/Language Specialist.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Career Guidance Technician	1	0.5
Counselor	1	1.0
Guidance Secretary	1	1.0
Health Clerk	1	0.8
Library Clerk	1	1.0
Nurse	1	As Needed
Psychologist	2	As Needed
School Resource Officer	1	1.0
Speech and Language Specialist	1	0.3

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluations are based on the "California Standards for the Teaching Profession," which include the following: engaging and supporting all students in learning, understanding and organizing subject matter for student learning, assessing student learning, creating and maintaining effective environments for student learning, planning instruction and designing learning experiences for all students, and developing as a professional educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district sponsored five staff development days in 2009-10, six in 2010-11, and 40 in 2011-12. Teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. 2011-12 staff development day topics included: OARS Training, Pearson ELA Training, Pearson DRA Training, Holt Differential Instruction ELA, CMAT (Math) Training, three day RTI Conference, Scholastic Read180 & System 44 training, Waterford Early Reading Program training, and Success Maker training.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) support provider and/or the Peer Assistance and Review (PAR) Program.

School Leadership

Leadership at Silver Valley High School is a responsibility shared among district administration, school administrators, instructional staff, students, and parents. At the start of the 2008-09 school year, Cameron Smart assumed the role of Principal. Principal Smart has 18 years in education. 11 of those years were spent teaching physical education to students in grades K-12, and 4 years were spent as a vice principal.

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:

- Leadership Team
- Student Study Team
- Technology Committee
- School Site Council
- Parent Booster Club

School Facilities

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 the summer of 2012, the gym floor was resurfaced, the gym was repainted, and the school received some landscaping improvements.

The chart displays the results of the most recent school facilities inspection, provided by the district.

School Facility Conditions				
Date of Last Inspection: 06/15/2012				
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		Admin, and Library - HVAC poor performance, unit to be replaced early Oct. 2012. Mail Room, Rms A4, A3, A2, A1, B3, B2, B1, F1, F2, F3, F6, F7, D1, and D2 - HVAC poor performance.
Interior			X	Mail Room, and Rm A4 - Pieces of cove base missing; B Wing Boys RR, 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	X			
Restrooms/Fountains	X			Gym - Some plumbing issues in showers and restrooms.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Cleaning Process

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

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Silver Valley Unified School District, including regular facilities inspections, to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Repair requests are completed efficiently and in the order in which they are received. The chart displays the results of the most recent school facilities inspection.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, flooring. For the 2012-13 school year, Silver Valley Unified School District did not participate in the deferred maintenance program.

School Safety

The safety of students and staff is a primary concern of Silver Valley 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 September 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.

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.

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	\$60,030
District	\$61,947
Percentage of Variation	-3.10%
School & State	
All Unified School Districts	\$62,892
Percentage of Variation	-4.56%

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>.

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

Average Salary Information Teachers - Principal - Superintendent 2010-11

	District	State
Beginning Teachers	\$40,982	\$38,725
Mid-Range Teachers	\$62,439	\$59,717
Highest Teachers	\$84,730	\$77,957
Elementary School Principals	\$101,076	\$95,363
Middle School Principals	\$102,519	\$98,545
High School Principals	\$106,741	\$107,031
Superintendent	\$154,000	\$149,398

Salaries as a Percentage of Total Budget		
Teacher Salaries	30.8%	37.9%
Administrative Salaries	6.9%	6.0%

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$7,163
From Supplemental/Restricted Sources	\$2,421
From Basic/Unrestricted Sources	\$4,742
District	
From Basic/Unrestricted Sources	\$2,173
Percentage of Variation between School & District	118.22%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-13.07%