

Fort Irwin Middle School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

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

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Fort Irwin Middle School
Street	1700 Pork Chop Hill
City, State, Zip	Fort Irwin, CA 92310
Phone Number	760.386.1133
Principal	Megan McIntosh
Email Address	mmcintosh@svusdk12.net
School Website	http://fims.svusdk12.net/
County-District-School (CDS) Code	36-73890-6104681

2021-22 District Contact Information

District Name	Silver Valley Unified School District
Phone Number	760.254.2916
Superintendent	Jesse M. Najera
Email Address	jnajera@svusdk12.net
District Website Address	www.svusdk12.net

2021-22 School Overview

School Description

Fort Irwin Middle School (FIMS) is located on Fort Irwin National Training Center in the Mojave Desert, 38 miles from the nearest city, Barstow, California. Prior to January of 2006, FIMS served the Fort Irwin Community as a fourth through eighth-grade school, but with the opening of Tiefert View Intermediate School was reconfigured into a traditional sixth through eighth-grade middle school. Our student population is composed of approximately ninety percent of military-dependent children who have traveled all over the world and come to FIMS with many views of what schools are and how they as students fit into them. The remaining students are composed of students who are intra-district and inter-district transfer students whose parents are employed at Fort Irwin National Training Center. Some of these are retired or are former military-related personnel, but many are civilians who have chosen employment many miles from their homes. Students in these situations are impacted similarly to our staff that travels great distances. Many of our parents are soldiers who are assigned to the "Operations Group," 11th Armored Cavalry Regiment or the 916th Sustainment Brigade and therefore spend many days and/or hours in the field away from their families supporting the rotational units that pass through the National Training Center en route to Afghanistan or other destinations. They are combat veterans selected for this assignment because of their multiple overseas deployments and unique skill sets. This, of course, substantially impacts the social-emotional stability of many FIMS students in meaningful ways.

School Mission Statement

We will create a school culture where all members build relationships that support and motivate students to "Do Their Best" academically and behaviorally.

2021-22 School Overview

School Vision

Fort Irwin Middle School will develop an academic program that will focus on high expectations of pupil performance in an environment where students feel socially, emotionally, and physically safe.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	99
Grade 7	109
Grade 8	67
Total Enrollment	275

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.8
Asian	1.1
Black or African American	11.3
Filipino	2.2
Hispanic or Latino	34.2
Native Hawaiian or Pacific Islander	2.9
Two or More Races	9.8
White	36.4
English Learners	3.6
Foster Youth	1.5
Homeless	1.8
Socioeconomically Disadvantaged	43.6
Students with Disabilities	16

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.1	56.6	88.7	72.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	4.0	3.3	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.6	32.3	16.2	13.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	4.2	6.7	5.6	12115.8	4.4
Unknown	1.0	6.9	6.0	5.0	18854.3	6.9
Total Teaching Positions	14.4	100.0	121.8	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	2.0
Misassignments	2.6
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	4.6

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.6
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.6

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	26.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.9

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 2021-22 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 14, 2021.

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 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Our site administrators and teachers work collaboratively to construct pacing guides based on the most current academic standards. Part of this collaboration includes matching the curriculum to those standards to ensure students have access to the materials. This collaboration process is held regularly and is ongoing throughout the school year.

All students taking Visual & Performing Arts have sufficient instructional materials.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections, Houghton Mifflin - 2018	Yes	0%
Mathematics	EnVision2.0, Pearson - 2016	No	0%
Science	Pearson, Elevate 2019	Yes	0%
History-Social Science	TCI - History Alive 2020	Yes	0%

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements

Adequacy:

Fort Irwin Middle School was originally constructed in 1956 with additions constructed in 1995. The campus is situated on 13.0 acres and comprises 22 permanent classrooms, 14 portable classrooms, a library, one computer lab, a gymnasium, and one playground. All site facilities provide adequate space for all students and staff.

Safety:

The safety of students and staff is a primary concern of Fort Irwin Middle School. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Before visitors are allowed to make contact with a student their identification credentials are checked to ensure that they are authorized to contact the student in question. 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 administration. 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 of 2021, 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, 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 monthly.

Cleanliness:

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 safe. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and healthy 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 condition. 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. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. The most recent inspection took place in December 2021.

Williams Visit Findings:

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. Below are the findings from the most recent visit including information regarding any remedial action taken or planned.

As of December 2021 there are no planned or recently completed facility improvements.

Year and month of the most recent FIT report

DECEMBER 2021

System Inspected

Rate

Rate

Rate

Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	286	266	93.01	6.99	40.6
Female	137	125	91.24	8.76	44.8
Male	149	141	94.63	5.37	36.88
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	37	32	86.49	13.51	37.5
Filipino	--	--	--	--	--
Hispanic or Latino	93	90	96.77	3.23	38.89
Native Hawaiian or Pacific Islander	--	--	--	--	--

Two or More Races	31	28	90.32	9.68	35.71
White	104	96	92.31	7.69	43.75
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	14	14	100	0	28.57
Military	105	93	88.57	11.43	44.09
Socioeconomically Disadvantaged	127	116	91.34	8.66	39.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	37	94.87	5.13	8.11

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	286	266	93.01	6.99	23.31
Female	137	125	91.24	8.76	21.60
Male	149	141	94.63	5.37	24.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	37	32	86.49	13.51	18.75
Filipino	--	--	--	--	--
Hispanic or Latino	93	90	96.77	3.23	21.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	28	90.32	9.68	14.29
White	104	96	92.31	7.69	25.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	14	14	100.00	0.00	14.29
Military	105	93	88.57	11.43	22.58
Socioeconomically Disadvantaged	127	116	91.34	8.66	19.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	37	94.87	5.13	5.41

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	21.21	N/A	22.69	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	66	95.65	4.35	21.21
Female	28	28	100.00		
Male	41	38	92.68		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0

Hispanic or Latino	21	20	95.24	4.76	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	31	29	93.55	6.45	31.03
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	38	36	94.74	5.26	19.44
Socioeconomically Disadvantaged	27	26	96.30	3.70	7.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

2021-22 Opportunities for Parental Involvement

Parents are encouraged to undertake an active role in their child's education. Parents are welcome to volunteer, chaperone school events and field trips, as well as take an active roll in the Parent Teacher Organization. The school has an open-door policy and communicates regularly with parents through emails, phone calls via our Phone Messenger system, letters home, social media on Facebook and Twitter, and via the electronic sign on the front of the school. The school campus is also used by privately-run after school programs or by organizations that support the students through intramural sports or other youth-related activities.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	333	321	2	0.6
Female	164	159	1	0.6
Male	169	162	1	0.6
American Indian or Alaska Native	5	5	0	0.0
Asian	4	4	0	0.0
Black or African American	41	39	0	0.0
Filipino	7	7	0	0.0
Hispanic or Latino	109	105	1	1.0
Native Hawaiian or Pacific Islander	8	8	0	0.0
Two or More Races	34	33	0	0.0
White	123	119	1	0.8
English Learners	10	10	0	0.0
Foster Youth	5	4	0	0.0
Homeless	9	9	0	0.0
Socioeconomically Disadvantaged	143	142	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	52	0	0.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.12	0.00	4.11	0.04	3.47	0.20
Expulsions	0.00	0.00	0.16	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.44	2.05	2.45
Expulsions	0.00	0.04	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The safety of students and staff is a primary concern of Fort Irwin Middle School. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Before visitors are allowed to make contact with a student their identification credentials are checked to ensure that they are authorized to contact the student in question. 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 administration.

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 of 2018, 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, 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 monthly.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	3	5	
Mathematics	20	4	5	
Science	23	5	1	2
Social Science	25	2	4	1

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	7	5	
Mathematics	19	5	6	
Science	24	2	6	
Social Science	22	4	5	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	3	6	
Mathematics	19	3	6	
Science	22	2	6	
Social Science	22	2	6	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$3,456	\$0	\$3,456	\$63,417
District	N/A	N/A	\$3,470	
Percent Difference - School Site and District	N/A	N/A	-0.4	-8.7
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-83.8	-19.4

2020-21 Types of Services Funded

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2020-21 Types of Services Funded

Fort Irwin Middle School is provided a comprehensive set of programs and services to support and assist students. Every classroom is equipped with technology either in the form of desktop or laptop computers. All students at Fort Irwin Middle School received a device such as a Chromebook or a laptop to complete school work. The school district also provides technology-based software such as Pearson Envision, Read 180, Edmentum, and Typing Club. Throughout the year, teachers utilize these programs to benchmark students' academics and then adjust instruction through differentiation strategies. Periodically, the teacher will meet with the Principal for student monitoring conferences in which the students' test scores and performance levels are discussed, and instructional best practices are reviewed.

The school district has provided funding for after-school programs and after-school tutoring. Tutoring is available each week, and each grade level determines the schedule. Tutoring is used to assist students with targeted instruction in Language Arts or Mathematics. In addition, our AVID program is geared toward supporting students with specific and identified academic needs. Throughout the year, the AVID teachers and their students discuss college readiness, research colleges they may wish to attend after high school, and discuss leadership skills that lead to lifelong success.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$48,119
Mid-Range Teacher Salary		\$74,665
Highest Teacher Salary		\$98,160
Average Principal Salary (Elementary)		\$118,542
Average Principal Salary (Middle)		\$125,068
Average Principal Salary (High)		\$133,516
Superintendent Salary		\$194,199
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

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 that 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 School Principal, who has been trained and certified for competency to perform teacher evaluations. Evaluations are aligned with California Standards for the Teaching Profession and 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 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 teachers were offered a broad-based variety of professional growth opportunities in the curriculum, teaching strategies, and methodologies. 2018-19 staff development day topics included: Pearson, Math Strategies with Kristen Hilty and Staci McDaniel, AVID, and behavior training with Lisa Rogers. Teachers were also given training opportunities for Scholastic Read 180, Pat Pavelka Writing Strategies training, Singapore Math training, Edmentum, and Defined STEM. In 2020-2021 professional development included PBIS, ELA training with Pat Pavelka, Math with Kristin Hilty, and social-emotional training with Lisa Rogers. Ongoing training for curriculum included TCI, Edmentum, HMH Collections, Envision 2.0 Math, SAVVAS Science, Zoom, and Google. In 2021-2022 professional development included ELA training with Pat Pavelka, Math with Kristin Hilty, and social-emotional training with Lisa Rogers. Ongoing technology and curriculum training included Boxlight and System 44/Read 180.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) support provider. Teachers also meet every six weeks to collaborate with their entire grade level as a district and discuss curriculum needs and instructional best practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	16	13

Silver Valley Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Silver Valley Unified School District
Phone Number	760.254.2916
Superintendent	Jesse M. Najera
Email Address	jnajera@svusdk12.net
District Website Address	www.svusdk12.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1069	964	90.18	9.82	39.15
Female	509	454	89.19	10.81	45.03
Male	560	510	91.07	8.93	33.92
American Indian or Alaska Native	--	--	--	--	--
Asian	16	15	93.75	6.25	33.33
Black or African American	105	91	86.67	13.33	36.26
Filipino	18	17	94.44	5.56	64.71
Hispanic or Latino	413	377	91.28	8.72	34.48
Native Hawaiian or Pacific Islander	24	21	87.50	12.50	38.10
Two or More Races	100	89	89.00	11.00	37.08
White	383	345	90.08	9.92	44.93
English Learners	43	39	90.70	9.30	7.69
Foster Youth	--	--	--	--	--
Homeless	94	76	80.85	19.15	34.21
Military	293	264	90.10	9.90	48.11
Socioeconomically Disadvantaged	609	541	88.83	11.17	32.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	170	153	90.00	10.00	11.11

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1069	959	89.71	10.29	23.36
Female	509	451	88.61	11.39	21.95
Male	560	508	90.71	9.29	24.61

American Indian or Alaska Native	--	--	--	--	--
Asian	16	15	93.75	6.25	20.00
Black or African American	105	90	85.71	14.29	18.89
Filipino	18	16	88.89	11.11	56.25
Hispanic or Latino	413	375	90.80	9.20	19.47
Native Hawaiian or Pacific Islander	24	21	87.50	12.50	23.81
Two or More Races	100	89	89.00	11.00	25.84
White	383	344	89.82		26.74
English Learners	43	39	90.70	9.30	15.38
Foster Youth	--	--	--	--	--
Homeless	94	72	76.60	23.40	22.22
Military	293	263	89.76	10.24	26.62
Socioeconomically Disadvantaged	609	535	87.85	12.15	17.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	170	155	91.18	8.82	7.10

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.