

# Fort Irwin Middle School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/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 <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., 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.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Fort Irwin Middle School
<b>Street</b>	1700 Pork Chop Hill
<b>City, State, Zip</b>	Fort Irwin, CA 92310
<b>Phone Number</b>	760.386.1133
<b>Principal</b>	Colin Opseth
<b>E-mail Address</b>	copseth@svusdk12.net
<b>Web Site</b>	<a href="http://silvervalley.k12.ca.us/fortirwin">http://silvervalley.k12.ca.us/fortirwin</a>
<b>Grades Served</b>	6-8
<b>CDS Code</b>	36-73890-6104681

<b>District Contact Information</b>	
<b>District Name</b>	Silver Valley Unified School District
<b>Phone Number</b>	760.254.2916
<b>Superintendent</b>	Jill S. Kemock
<b>E-mail Address</b>	jkemock@svusdk12.net
<b>Web Site</b>	www.svusdk12.net

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

#### 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. From December of 2006, FIMS served the base as a third 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 military dependent children who have travelled 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 intradistrict and inter-district transfer students whose parents are employed at Fort Irwin. 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 travel great distances. Many of our soldier parents 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 all students to "Do Their Best" academically and behaviorally.

#### 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.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 6</b>	136
<b>Grade 7</b>	117
<b>Grade 8</b>	115
<b>Total Enrollment</b>	368

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	18.2
American Indian or Alaska Native	1.6
Asian	2.2
Filipino	1.9
Hispanic or Latino	22.8
Native Hawaiian or Pacific Islander	3.3
White	42.7
Two or More Races	7.3
Socioeconomically Disadvantaged	41
English Learners	2.4
Students with Disabilities	8.7

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	17	18	18	134
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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	99.7	0.3
High-Poverty Schools in District	99.7	0.3
Low-Poverty Schools in District	0.0	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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

**Year and month in which data were collected:** January 2015

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 2015-16 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 13, 2015.

All students, including English Learners, are given their own individual textbooks and/or instructional materials in core subjects, as well as, foreign language and health (as appropriate), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The table displays information collected in September 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt - 2010	Yes	0%
Mathematics	Holt, Rinehart & Winston - 2008	Yes	0%
Science	Glencoe/McGrawHill - 2007	Yes	0%
History-Social Science	Glencoe/McGrawHill - 2006	Yes	0%
Health	Glencoe/McGrawHill - 2010	Yes	0%

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

Fort Irwin Middle School was originally constructed in 1956 with additions constructed in 1995. The campus is situated on 15.3 acres and comprised of 22 permanent classrooms, 14 portable classrooms, a library, one computer lab, a gymnasium, and one playground. During 2013-14, several classrooms were painted on the inside, and carpet was replaced in Library, Admin, and F Wing classrooms. During the summer of 2015, new air conditioning and heating units were installed in all classrooms and administration buildings. The operation of the units is conducted in accordance with state requirements for energy usage, with monitoring of temperatures and controls conducted by the school district.

### Cleaning Process

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

### Maintenance & Repair

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

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 07/14/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			New HVAC units were installed in classrooms and administration buildings during the Summer of 2015.
<b>Interior:</b> Interior Surfaces		X		Some damage to interior surfaces, and painting needed, in several rooms
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Regular pest abatement is completed by an outside company that is contracted to mitigate pest and vermin.
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Some plumbing fixtures need to be replaced/repared in various locations.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

Year and month in which data were collected: 07/14/2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	44	45	44
<b>Mathematics</b>	28	34	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	144	122	84.7	22	39	30	9
	7	125	101	80.8	23	35	36	6
	8	121	106	87.6	18	29	40	13
Male	6		69	47.9	26	41	26	7
	7		57	45.6	25	37	35	4
	8		53	43.8	26	28	38	8
Female	6		53	36.8	17	38	34	11
	7		44	35.2	20	32	36	9
	8		53	43.8	9	30	42	19
Black or African American	6		17	11.8	24	59	18	0
	7		25	20.0	40	28	32	0
	8		21	17.4	19	43	38	0
American Indian or Alaska Native	6		1	0.7	--	--	--	--
	7		3	2.4	--	--	--	--
	8		1	0.8	--	--	--	--
Asian	6		4	2.8	--	--	--	--
	7		3	2.4	--	--	--	--
	8		2	1.7	--	--	--	--
Filipino	6		1	0.7	--	--	--	--
	7		3	2.4	--	--	--	--
	8		1	0.8	--	--	--	--
Hispanic or Latino	6		26	18.1	38	38	23	0
	7		26	20.8	31	42	19	8
	8		27	22.3	26	30	33	11
Native Hawaiian or Pacific Islander	6		6	4.2	--	--	--	--
	7		2	1.6	--	--	--	--
	8		2	1.7	--	--	--	--
White	6		60	41.7	15	38	33	13
	7		33	26.4	9	18	61	9
	8		42	34.7	12	17	48	24
Two or More Races	6		7	4.9	--	--	--	--
	7		6	4.8	--	--	--	--
	8		10	8.3	--	--	--	--
Socioeconomically Disadvantaged	6		1	0.7	--	--	--	--
	7		3	2.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		6	5.0	--	--	--	--
English Learners	6		2	1.4	--	--	--	--
	7		2	1.6	--	--	--	--
	8		3	2.5	--	--	--	--
Students with Disabilities	6		14	9.7	64	29	7	0
	7		8	6.4	--	--	--	--
	8		3	2.5	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	144	122	84.7	25	38	25	12
	7	125	100	80.0	39	42	11	8
	8	121	106	87.6	40	35	13	12
Male	6		69	47.9	25	36	28	12
	7		57	45.6	46	32	11	12
	8		53	43.8	45	26	19	9
Female	6		53	36.8	26	40	21	13
	7		43	34.4	30	56	12	2
	8		53	43.8	34	43	8	15
Black or African American	6		17	11.8	35	41	24	0
	7		25	20.0	60	36	4	0
	8		21	17.4	52	33	10	5
American Indian or Alaska Native	6		1	0.7	--	--	--	--
	7		3	2.4	--	--	--	--
	8		1	0.8	--	--	--	--
Asian	6		4	2.8	--	--	--	--
	7		3	2.4	--	--	--	--
	8		2	1.7	--	--	--	--
Filipino	6		1	0.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		3	2.4	--	--	--	--
	8		1	0.8	--	--	--	--
Hispanic or Latino	6		26	18.1	35	50	12	4
	7		26	20.8	42	38	12	8
	8		27	22.3	48	41	4	7
Native Hawaiian or Pacific Islander	6		6	4.2	--	--	--	--
	7		2	1.6	--	--	--	--
	8		2	1.7	--	--	--	--
White	6		60	41.7	18	35	28	18
	7		32	25.6	22	47	19	13
	8		42	34.7	21	33	24	21
Two or More Races	6		7	4.9	--	--	--	--
	7		6	4.8	--	--	--	--
	8		10	8.3	--	--	--	--
Socioeconomically Disadvantaged	6		1	0.7	--	--	--	--
	7		3	2.4	--	--	--	--
	8		6	5.0	--	--	--	--
English Learners	6		2	1.4	--	--	--	--
	7		2	1.6	--	--	--	--
	8		3	2.5	--	--	--	--
Students with Disabilities	6		14	9.7	86	14	0	0
	7		8	6.4	--	--	--	--
	8		3	2.5	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	57	64	62	58	63	54	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	54
All Students at the School	62
Male	62
Female	63
Black or African American	47
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	51
Native Hawaiian or Pacific Islander	--
White	82
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.50	26.00	49.00

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

## C. Engagement

### State Priority: Parental Involvement

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

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

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

Parents are encouraged to undertake an active role in their child's education. Parents are welcome to volunteer, chaperone school events and field trips, and participate 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, 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.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	10.07	7.14	5.69	5.92	4.63	3.28	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.69	0.00	0.00	0.29	0.04	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

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 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 November 2014, 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.

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	Yes	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	Yes	Yes

**Federal Intervention Program (School Year 2015-16)**

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	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13				2013-14				2014-15			
	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	24	6	9	1	23	4	8	3	24	4	8	
Mathematics	20	7	8	1	23	5	6	3	25	3	9	
Science	25	4	5	3	24	3	8		24	4	7	
Social Science	25	4	5	3	22	4	8		24	4	6	1

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.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	300
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	.15	N/A
Speech/Language/Hearing Specialist	.50	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,467	\$942	\$4,525	\$54,857
District	N/A	N/A	\$4,984	\$62,121
Percent Difference: School Site and District	N/A	N/A	-9.2	-6.3
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	-18.3	-13.2

Note: Cells with N/A values do not require data.

## Types of Services Funded (Fiscal Year 2014-15)

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. In addition, the school district provides technology-based software such as Renaissance Place, Pearson Envision, Pearson SuccessMaker, and Typing Club. Throughout the year, teachers utilize the computers to benchmark students' academics and then adjust instruction through differentiation strategies. Periodically, the teacher will meet with the School 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. Teachers are available one hour, two times per week 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.

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,638	\$40,379
Mid-Range Teacher Salary	\$62,339	\$62,323
Highest Teacher Salary	\$88,154	\$81,127
Average Principal Salary (Elementary)	\$105,695	\$99,192
Average Principal Salary (Middle)	\$104,233	\$91,287
Average Principal Salary (High)	\$113,483	\$112,088
Superintendent Salary	\$187,197	\$159,821
Percent of Budget for Teacher Salaries	31%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

## Professional Development (Most Recent Three Years)

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 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 curriculum, teaching strategies, and methodologies. 2014-15 staff development day topics included: Pearson DRA Training, Rigorous Curriculum Design training (ELA), three day RTI Conference, Scholastic Read 180 & System 44 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. They also meet every six weeks to collaborate as a district and discuss curriculum needs and instructional best practices.