Fort Irwin Middle School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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, 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 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).

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 (School Year 2018-19)

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
E-mail Address	mmcintosh@svusdk12.net
Web Site	http://silvervalley.k12.ca.us/fortirwin
CDS Code	36-73890-6104681

District Contact Information	
District Name	Silver Valley Unified School District
Phone Number	760.254.2916
Superintendent	Jesse M. Najera
E-mail Address	jnajera@svusdk12.net
Web Site	www.svusdk12.net

School Description and Mission Statement (School Year 2018-19)

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 Tiefort 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 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 intradistrict 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.

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 2017-18)

Grade Level	Number of Students
Grade 6	117
Grade 7	85
Grade 8	74
Total Enrollment	276

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	13.4
American Indian or Alaska Native	0.7
Asian	1.1
Filipino	1.8
Hispanic or Latino	29.7
Native Hawaiian or Pacific Islander	5.1
White	34.4
Socioeconomically Disadvantaged	47.5
English Learners	2.9
Students with Disabilities	8.0
Foster Youth	0.0

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.

Teacher Credentials

Teachers	School			District
	2016-17	**2017-18**	**2018-19**	**2018-19**
With Full Credential	16	14.5	16	102
Without Full Credential	1	1	7	23
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

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 2018-19 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 11, 2018.

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 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Collections, Holt - 2010	Yes	0%
Mathematics	EnVision2.0, Pearson - 2018	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)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- • Determination of repair status for systems listed
- • Description of any needed maintenance to ensure good repair
- • The year and month in which the data were collected
- • The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: DEC 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Room H4 carpet is in need of cleaning/extraction
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: DEC 2018	
Overall Rating	**Good**

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	45.0	62.0	48.0	53.0	48.0	50.0
Mathematics (grades 3-8 and 11)	36.0	46.0	39.0	39.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	260	96.65	61.54
Male	137	133	97.08	55.64
Female	132	127	96.21	67.72
Black or African American	26	26	100.00	65.38
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	88	83	94.32	55.42
Native Hawaiian or Pacific Islander	13	12	92.31	58.33
White	88	86	97.73	68.60
Two or More Races	36	36	100.00	63.89
Socioeconomically Disadvantaged	131	127	96.95	57.48
English Learners	--	--	--	--
Students with Disabilities	26	25	96.15	8.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	260	96.65	46.15
Male	137	133	97.08	45.86
Female	132	127	96.21	46.46
Black or African American	26	26	100	30.77
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	88	83	94.32	39.76
Native Hawaiian or Pacific Islander	13	12	92.31	33.33
White	88	86	97.73	51.16
Two or More Races	36	36	100	69.44
Socioeconomically Disadvantaged	131	127	96.95	40.94
English Learners	--	--	--	--
Students with Disabilities	26	25	96.15	4

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.5	28.8	34.2

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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, 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	5.4	6.5	3.6	2.2	3.2	3.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	19.0	7	4		22.0	4	4		18.0	8	1	
Mathematics	11.0	3	1						19.0	8	1	
Science	19.0	9	2		21.0	5	4		18.0	7	2	
Social Science	17.0	10	1		21.0	6	1	2	20.0	6	2	

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.50	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 (non-teaching)	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$4,405	$0	$4,405	$68,628
District	N/A	N/A	$3,230	$68,240
Percent Difference: School Site and District	N/A	N/A	30.8	0.6
State	N/A	N/A	$7,125	$71,392
Percent Difference: School Site and State	N/A	N/A	-47.2	-3.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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, Moby Max, Read 180, System 44, 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 for one hour, once or twice 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,230	$45,681
Mid-Range Teacher Salary	$68,912	$70,601
Highest Teacher Salary	$93,514	$89,337
Average Principal Salary (Elementary)	$106,486	$110,053
Average Principal Salary (Middle)	$108,075	$115,224
Average Principal Salary (High)	$115,272	$124,876
Superintendent Salary	$173,400	$182,466
Percent of Budget for Teacher Salaries	30.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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 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 DRA Training, Rigorous Curriculum Design training (ELA), three-day RTI Conference, Scholastic Read 180 & System 44 training, Pat Pavelka Writing Strategies training, Singapore Math training, and Success Maker training. For the 2016-2017 school year, staff development included the following topics; Positive Behavior Interventions and Supports (PBIS), three-day RTI Conference, Scholastic Read 180 & System 44 training, Pat Pavelka Reading and Writing Strategies training, Singapore Math training, and a three-day AVID conference. For the 2017-2018 school year, staff development included the following topics; Positive Behavior Interventions and Supports (PBIS), Scholastic Read 180 & System 44 training, Pat Pavelka Reading and Writing Strategies training, Singapore Math training, and a three-day AVID conference.

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.