Fort Irwin Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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) https://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.

2023-24 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

2023-24 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	www.svusdk12.net

2023-24 School Description and Mission Statement

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 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 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	90
Grade 7	68
Grade 8	81
Total Enrollment	239

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.8%
Male	55.2%
American Indian or Alaska Native	0.8%
Asian	1.3%
Black or African American	14.2%
Filipino	2.9%
Hispanic or Latino	34.7%
Native Hawaiian or Pacific Islander	5.4%
Two or More Races	7.5%
White	33.1%
English Learners	3.8%
Homeless	1.7%
Socioeconomically Disadvantaged	39.7%
Students with Disabilities	11.7%

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

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)	8.10	56.60	88.70	72.86	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	3.28	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.60	32.29	16.20	13.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	4.17	6.70	5.57	12115.80	4.41
Unknown	1.00	6.94	6.00	4.97	18854.30	6.86
Total Teaching Positions	14.40	100.00	121.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	9.80	63.38	95.10	75.13	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.79	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.20	27.41	16.00	12.67	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	7.40	10.80	8.54	11953.10	4.28
Unknown	0.20	1.80	3.60	2.87	15831.90	5.67
Total Teaching Positions	15.50	100.00	126.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	1.00
Misassignments	2.60	3.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.60	4.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.30
Local Assignment Options	0.00	0.70
Total Out-of-Field Teachers	0.60	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	26.4	22.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	19.4	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023-2024 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 12, 2023.

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 2022 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.

Year and month in which the data were collected	September 12, 2023

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 - 2017	Yes	0%
Mathematics	EnVision2.0, Pearson - 2016	No	0%
Science	Pearson, Elevate 2019	Yes	0%
History-Social Science	TCI - History Alive 2020	Yes	0%
Visual and Performing Arts	Art N/A		

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 comprised of 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 2023, 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 2022..

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.

The following extreme deficiencies were observed: None.

The following good repair deficiencies were observed:

Section 7. Electrical
- H1: Electrical panel door lock and/or latch non-functioning as designed (work order #124778)
- H2: Electrical panel door lock and/or latch non-functioning as designed (work order #124779)

Section 9. Sinks/Fountains
- Gym: Sink/fountain missing knobs or buttons (work order #124789)
- D-2: Sink/fountain is not working properly (work order #124781, Remedied)
- H3: Sink/fountain is not working properly (work order #124782, Remedied)

Section 12. Structural Damage
- Cafeteria/Kitchen: Damage to exterior paint, plaster or finish (work order

School Facility Conditions and Planned Improvements

#124789) (remedied 8/29/23). Deficiency was noted in prior year.

Deficiencies that were observed and remediated prior to the end of the visit are reflected in this report and the enclosed FIT. Please be sure to include all findings on the appropriate SARC, including all dates of remedial action taken or planned. Incl sion of this information will be verified during next fiscalyear's SARC review process (if applicable).

Year and month of the most recent FIT report	DECEMBER 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No other actions planned
Interior: Interior Surfaces	X			No other actions planned
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No other actions planned
Electrical	X			Section 7. Electrical • H1: Electrical panel door lock and/or latch non-functioning as designed (work order #124778) • H2: Electrical panel door lock and/or latch non-functioning as designed (work order #124779) No other actions planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Section 9. Sinks/Fountains • Gym: Sink/fountain missing knobs or buttons (work order #124789) • D-2: Sink/fountain is not working properly (work order #124781) • H3: Sink/fountain is not working properly (work order #124782) No other actions planned
Safety: Fire Safety, Hazardous Materials	X			No other actions planned
Structural: Structural Damage, Roofs	X			Section 12. Structural Damage • Cafeteria/Kitchen: Damage to exterior paint, plaster or finish (work order #124789) (remedied 8/29/23). Deficiency was noted in prior year. No other actions planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No other actions planned

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).

College and Career Ready
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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	46	46	40	42	47	46
Mathematics (grades 3-8 and 11)	24	26	30	27	33	34

2022-23 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	243	240	98.77	1.23	46.25
Female	114	113	99.12	0.88	57.52
Male	129	127	98.45	1.55	36.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	36	34	94.44	5.56	35.29
Filipino	--	--	--	--	--
Hispanic or Latino	82	82	100.00	0.00	47.56
Native Hawaiian or Pacific Islander	18	18	100.00	0.00	27.78
Two or More Races	17	17	100.00	0.00	47.06
White	79	78	98.73	1.27	51.28
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	199	198	99.50	0.50	46.97
Socioeconomically Disadvantaged	85	84	98.82	1.18	34.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	31	96.88	3.12	12.90

2022-23 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	243	240	98.77	1.23	25.83
Female	114	113	99.12	0.88	26.55
Male	129	127	98.45	1.55	25.20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	36	34	94.44	5.56	17.65
Filipino	--	--	--	--	--
Hispanic or Latino	82	82	100.00	0.00	21.95
Native Hawaiian or Pacific Islander	18	18	100.00	0.00	11.11
Two or More Races	17	17	100.00	0.00	29.41
White	79	78	98.73	1.27	32.05
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	199	198	99.50	0.50	27.78
Socioeconomically Disadvantaged	85	84	98.82	1.18	20.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	31	96.88	3.12	6.45

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	36.78	31.58	32.88	23.17	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	76	98.70	1.30	31.58
Female	32	32	100.00	0.00	28.13
Male	45	44	97.78	2.22	34.09
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	27	26	96.30	3.70	38.46
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	61	60	98.36	1.64	33.33
Socioeconomically Disadvantaged	26	25	96.15	3.85	28.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	16.67

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100	100	100	100	100

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.

2023-24 Opportunities for Parental Involvement

All 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	277	275	48	17.5
Female	131	130	25	19.2
Male	146	145	23	15.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	3	3	0	0.0
Black or African American	39	39	4	10.3
Filipino	7	7	0	0.0
Hispanic or Latino	102	101	26	25.7
Native Hawaiian or Pacific Islander	18	18	2	11.1
Two or More Races	22	21	5	23.8
White	84	84	10	11.9
English Learners	12	12	4	33.3
Foster Youth	1	1	1	100.0
Homeless	6	6	1	16.7
Socioeconomically Disadvantaged	100	100	24	24.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	38	38	9	23.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.49	2.17	0.04	2.81	2.36	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.17	0
Female	0	0
Male	4.11	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2.56	0
Filipino	0	0
Hispanic or Latino	2.94	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.55	0
White	1.19	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.26	0

2023-24 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 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.

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	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	18	7	3	
Mathematics	26	2	5	
Science	24	3	5	
Social Science	24	3	5	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	16	8	2	0
Mathematics	21	3	4	0
Science	25	2	4	0
Social Science	25	2	4	0

2022-23 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	239

2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	$4,177	$0	$4,177	$67,327
District	N/A	N/A	$4,636	$73,502
Percent Difference - School Site and District	N/A	N/A	-10.4	-4.9
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	-58.2	-19.6

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$50,931	$50,875
Mid-Range Teacher Salary	$74,466	$79,761
Highest Teacher Salary	$108,116	$103,045
Average Principal Salary (Elementary)	$124,128	$128,154
Average Principal Salary (Middle)	$123,737	$131,774
Average Principal Salary (High)	$127,188	$142,676
Superintendent Salary	$185,817	$211,462
Percent of Budget for Teacher Salaries	26.95%	30.11%
Percent of Budget for Administrative Salaries	6.18%	5.49%

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 broad professional growth opportunities in the curriculum, teaching strategies, and methodologies. 2020-2021 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 opportunities for Scholastic Read 180, Pat Pavelka Writing Strategies training, and Edmentum. In 2021-2022, 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 2022-2023, professional development included PBIS, ELA training with Pat Pavelka, math training with Staci McDaniel and Kristen Hilty, social-emotional training with Lisa Rogers, and Edmentum training. Professional Development training in 2023-2024 included ELA training with Pat Pavelka, math training with Emily Kappel, PBIS, and i-ready. Teachers were also given training regarding 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.

For additional professional support, 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	13	21	20