Yermo 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	Yermo School
Street	38280 Gleason St.
City, State, Zip	Yermo, CA 92398
Phone Number	(760) 254-2931
Principal	Katherine Henson
Email Address	khenson@svusdk12.net
School Website	http://ys.svusdk12.net/
County-District-School (CDS) Code	36-73890-6035455

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

Principal's Message
Hello families of Yermo School students. The purpose of the School Accountability Report card is to provide parents and community members with information about Yermo School's instructional programs, academic achievement, materials and facilities, and the staff.

We have made a commitment to provide the best educational program possible for our students. The outstanding quality of our school is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a welcoming and stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work, together, our students will be challenged to reach their maximum potential.

Parents and community play a very important role in our schools. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing improvement.

Yermo School Mission
Yermo School students will achieve at their maximum potential in a safe, engaging, inspiring, and challenging learning environment. Yermo School will work in partnership with students, families and the community to ensure that each student acquires the knowledge, 21st Century Learning skills and core values necessary to achieve personal success and to enrich the community.

Community & School Profile
Located in the rural high desert of Southern California, 126 miles from Los Angeles and 144 miles from Las Vegas, Silver Valley Unified School District educates nearly 2,000 students in transitional kindergarten through grade twelve. Covering an area of 3,200 square miles, the district serves the communities of Calico, Daggett, Fort Irwin, Ludlow, Newberry Springs, and Yermo.

Yermo School is located in the Mojave Desert off of Interstate 15. Yermo School serves approximately 380 Transitional Kindergarten through eighth grade students on a traditional calendar schedule.

The district is comprised of seven school sites including four elementary schools, one middle school, one comprehensive high

2023-24 School Description and Mission Statement

school, and an alternative education center.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	43
Grade 1	32
Grade 2	36
Grade 3	26
Grade 4	28
Grade 5	30
Grade 6	37
Grade 7	58
Grade 8	50
Total Enrollment	340

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
American Indian or Alaska Native	1.2%
Asian	1.5%
Black or African American	3.8%
Filipino	0.6%
Hispanic or Latino	47.4%
Native Hawaiian or Pacific Islander	1.8%
Two or More Races	8.5%
White	35.3%
English Learners	3.8%
Foster Youth	0.9%
Homeless	14.4%
Socioeconomically Disadvantaged	82.6%
Students with Disabilities	20.9%

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)	14.30	81.81	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)	2.00	11.37	16.20	13.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	1.14	6.70	5.57	12115.80	4.41
Unknown	1.00	5.69	6.00	4.97	18854.30	6.86
Total Teaching Positions	17.50	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)	17.90	83.05	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)	2.70	12.88	16.00	12.67	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	10.80	8.54	11953.10	4.28
Unknown	0.80	4.03	3.60	2.87	15831.90	5.67
Total Teaching Positions	21.50	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	1.80	0.10
Misassignments	0.20	2.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	2.70

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	0.20	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.20	0.00

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)	3.1	14
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.3	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 2023-24 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. 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 2023 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

A Williams visit on August 22, 2023 determined that there were no insufficiencies observed, or insufficiencies were resolved within two months (eight weeks) of the beginning of the school year.

*For the curriculums that are not from the most recent adoptions, 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. It should also be noted that the TK SAVVAS Three Cheers for Pre-K program is from the most recent local adoption and not an SBE adoption.

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(TK) SAVVAS- Three Cheers for Pre-K* Adopted 2022 (K-5) McGraw Hill- Wonders Adopted 2019 (6-8) Houghton Mifflin Harcourt- Collections Adopted 2018	Yes	0%
Mathematics	(TK) SAVVAS- Three Cheers for Pre-K* Adopted 2022 (K-5) Pearson- Envision 2.0 Adopted 2020 (6-8) SAVVAS- Envision 2.0 Adopted 2018	No	0%
Science	(TK) SAVVAS- Three Cheers for Pre-K* Adopted 2022 (K-8) Pearson-Elevate Adopted 2019	Yes	0%
History-Social Science	(TK) SAVVAS- Three Cheers for Pre-K* Adopted 2022 (K-5) McGraw Hill- Impact Social Studies	No	0%

	Adopted 2023 (6-8) TCI- History Alive Adopted 2020		
Visual and Performing Arts	NA		NA

School Facility Conditions and Planned Improvements

Adequacy:
Yermo School was originally constructed in 1949 and fully modernized in 1994. The campus is situated on 7.10 acres and comprised of 25 classrooms, a library, a multipurpose room, a staff lounge, an office building, and two playgrounds. All site facilities provide adequate space for all students and staff.

Safety:
The safety of students and staff is a primary concern of Yermo School. All school building doors remain locked during school hours. Perimeter gates are also secured at all times. All guests to the campus must sign in at the office and wear a visitor's badge at all times. All staff are required to wear identification badges at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among all staff including noon-duty aides, teachers, support staff, 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 March 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 regularly. Safety updates and reviews occur often as monthly agenda items during PLC Wednesdays.

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 2023.

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 on August 22, 2023 including information regarding any remedial action taken or planned.

The following extreme deficiencies were observed: None.

The following good repair deficiencies were observed:

Section 8. Restrooms- Boys restroom near rom 7: fixture/apparatus damaged, broken, missing or unsecured (work order #124764).

Section 9. Sinks/Fountains- Boys restroom near room 7: sink/fountain is not working properly.

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. Include verified during next fiscal year'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

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed; No actions planned
Interior: Interior Surfaces	X			No repairs needed; No actions planned
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No repairs needed; No actions planned
Electrical	X			No repairs needed; No actions planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Section 8. Restrooms- Boys restroom near rom 7: fixture/apparatus damaged, broken, missing or unsecured (work order #124764). Parts have been ordered. Section 9. Sinks/Fountains- Boys restroom near room 7: sink/fountain is not working properly. No other actions planned
Safety: Fire Safety, Hazardous Materials	X			No repairs needed; No actions planned
Structural: Structural Damage, Roofs	X			No repairs needed; No actions planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repairs needed; No 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)	26	23	40	42	47	46
Mathematics (grades 3-8 and 11)	24	16	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	222	222	100.00	0.00	23.42
Female	105	105	100.00	0.00	26.67
Male	117	117	100.00	0.00	20.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	103	103	100.00	0.00	20.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	38.46
White	83	83	100.00	0.00	26.51
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	32	32	100.00	0.00	9.38
Military	--	--	--	--	--
Socioeconomically Disadvantaged	185	185	100.00	0.00	21.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	46	100.00	0.00	4.35

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	222	222	100.00	0.00	15.77
Female	105	105	100.00	0.00	19.05
Male	117	117	100.00	0.00	12.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	103	103	100.00	0.00	14.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	30.77
White	83	83	100.00	0.00	13.25
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	32	32	100.00	0.00	9.38
Military	--	--	--	--	--
Socioeconomically Disadvantaged	185	185	100.00	0.00	11.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	46	100.00	0.00	2.17

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)	14.63	6.94	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	72	72	100.00	0.00	6.94
Female	31	31	100.00	0.00	3.23
Male	41	41	100.00	0.00	9.76
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	43	43	100.00	0.00	6.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	22	22	100.00	0.00	9.09
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	60	60	100.00	0.00	3.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	0.00

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 5	100	100	100	100	100
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

Parents are encouraged to undertake an active role in their child's education. Parents are welcome to volunteer in the classrooms, chaperone school events and field trips, and participate in the Parent Teacher Organization (PTO). It should be noted that per district policy, parents must complete a volunteer application and complete a screening process in order to act in a volunteer capacity. Volunteer packets are available in the Yermo School Office. For more information for volunteer opportunities at the school, you can contact the office at 760-254-2931. You can reach the PTO at YermoSchoolPTO@gmail.com.

Parents also have a chance to affect school policy through participation in the School Site Council (SSC). Parents are invited to provide feedback through yearly surveys, annual Site Strategic Planning Meetings, and through scheduled meetings with school staff and administration.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	384	368	100	27.2
Female	189	183	50	27.3
Male	195	185	50	27.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	6	6	3	50.0
Black or African American	16	14	8	57.1
Filipino	2	2	0	0.0
Hispanic or Latino	179	175	49	28.0
Native Hawaiian or Pacific Islander	7	7	0	0.0
Two or More Races	33	30	5	16.7
White	137	130	34	26.2
English Learners	16	16	6	37.5
Foster Youth	4	4	0	0.0
Homeless	50	49	12	24.5
Socioeconomically Disadvantaged	318	304	86	28.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	85	81	21	25.9

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	7.00	3.65	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	3.65	0
Female	3.7	0
Male	3.59	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.79	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6.06	0
White	5.11	0
English Learners	6.25	0
Foster Youth	0	0
Homeless	6	0
Socioeconomically Disadvantaged	3.14	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.71	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of Yermo School. All school building doors remain locked during school hours. Perimeter gates are also secured at all times. All guests to the campus must sign in at the office and wear a visitor's badge at all times. All staff are required to wear identification badges at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among all staff including noon-duty aides, teachers, support staff, 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 March 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 regularly. Safety updates and reviews occur often as monthly agenda items during PLC Wednesdays.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	3	
1	25		3	
2	22	1	2	
3	24		3	
4	24		2	
5	23		2	
6	12	16	1	
Other	12	2	1	

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	3	
1	24		3	
2	21		3	
3	24		1	
4	16	1	1	
5	16	3	3	
6	17	16	12	
Other	15	2	3	

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	3	3	0
1	28	0	3	0
2	32	0	1	2
3	26	0	3	0
4	27	0	3	0
5	30	0	3	0
6	13	26	0	0
Other	12	4	0	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	340

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	$5,422	$224	$5,198	$76,553
District	N/A	N/A	$4,636	$73,502
Percent Difference - School Site and District	N/A	N/A	11.4	8.0
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	-37.6	-6.9

Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Silver Valley Unified School District received state and federal categorical funding for the following support programs:
- Title I, Part A, Educationally Disadvantaged Children
- Title II, Part A, Teacher/Principal Training and Recruiting

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 of a sound educational program. Evaluations and formal observations are designed to encourage common goals and comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year.

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

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics are chosen that support the district's LCAP and are based on both student and teacher need and by using achievement data. Professional development is offered during regular PLCs, through conferences (out of district), through the SELPA, and through individual mentoring.

2021-2022 staff development topics included: MTSS training, Pat Pavelka (ELA), Math Training, Kristin Hilty (Math), SEL Training: Lisa Rogers, Edmentum, PBIS Training through SELPA, CPI Certification, SPED teacher training, various SELPA trainings surrounding topics including wellness, SEL, Diverse Backgrounds; Technology training focusing on Google; Curriculum training for all new teachers

2022-2023: MTSS training, Pat Pavelka (ELA), Math Training, Kristin Hilty (Math), SEL Training: Lisa Rogers, Edmentum, PBIS Training through SELPA, CPI Certification, SPED teacher training, various SELPA trainings surrounding topics including wellness, SEL, Diverse Backgrounds; Technology training focusing on Google; Curriculum training for all new teachers; Using Active Implementation to Improve Student Outcomes; Autism Support Training for all paraeducators; Universal Screening

2023-2024: MTSS training, Pat Pavelka (ELA), Math Training, Kristin Hilty (Math), Emily Kappel (Math), iReady, PBIS Training through SELPA, CPI Certification, SPED teacher training, Evidence Based Practices training (prompting, visual supports, and reinforcement), various SELPA trainings surrounding topics including wellness, SEL; Technology training focusing on Google and Infinite Campus; Curriculum training for all new teachers; Autism Support Training for all paraeducators; Universal Screening; Anchored4Life, PLC Leadership Training

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

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	19	23	44