Silver Valley High School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

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

For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Silver Valley High School
Street	35484 Daggett/Yermo Rd.
City, State, Zip	Yermo, CA 92398-0847
Phone Number	(760) 254-2963
Principal	Michael Sullivan
Email Address	msulivan@svusdk12.net
School Website	http://www.silvervalley.k12.ca.us/
County-District-School (CDS) Code	36-73890-3630274

2021-22 District Contact Information

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

2021-22 School Overview

Principal's Message
The purpose of the Annual School Report Card is to provide information to parents and other interested parties about Silver Valley High School's instructional programs, academic achievement, materials, facilities, and staff.

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

We have an ongoing commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a welcoming, 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.

School Mission Statement
We provide the learning experiences and resources to maximize our students' college and career readiness.

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 approximately 2,200 students in grades TK through twelve. Covering an area of 3,200 square miles, the district serves the communities of Calico, Daggett, Fort Irwin, Ludlow, Newberry Springs, and Yermo .

The district is comprised of seven school sites including three elementary schools, two middle schools, one comprehensive high school, and an alternative education center. The alternative education center is made up of three schools and includes, Calico High School, Silver Valley Academy, and Silver Valley Adult Education all at one location .

As the only comprehensive high school within the district, Silver Valley High School offers a rigorous, standards based curriculum, college preparatory classes and activities, career/technical education classes, classes in the fine arts and foreign languages, a variety of co-curricular activities, and numerous sports programs.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	108
Grade 10	77
Grade 11	79
Grade 12	77
Total Enrollment	341

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.5
Asian	0.3
Black or African American	10
Filipino	2.1
Hispanic or Latino	38.4
Native Hawaiian or Pacific Islander	3.8
Two or More Races	7.6
White	35.8
English Learners	3.2
Foster Youth	0.3
Homeless	3.2
Socioeconomically Disadvantaged	50.7
Students with Disabilities	14.4

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.9	83.2	88.7	72.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	4.0	3.3	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.7	7.7	16.2	13.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	6.7	5.6	12115.8	4.4
Unknown	2.0	9.0	6.0	5.0	18854.3	6.9
Total Teaching Positions	22.8	100.0	121.8	100.0	274759.1	100.0

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

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

Authorization/Assignment	2020-21
Permits and Waivers	0.5
Misassignments	1.2
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.7

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

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

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

Pursuant to the settlement of Williams vs. the State of California, Silver Valley Unified School District thoroughly inspected each of its school sites at the start of the 2021-22 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is September 14, 2021.

All students, including English Learners, are given their own individual textbooks and/or instructional materials in core subjects, as well as, foreign language, for use in the classroom and/or to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The table displays information collected in August 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SAVVAS Adopted 2021	Yes	0.0%
Mathematics	CPM (College Preparatory Math) Adopted 2020	Yes	0.0%
Science	SAVVAS Adopted 2020	Yes	0.0%
History-Social Science	McGraw Hill Adopted 2020 Cengage Learning Adopted 2020	Yes	0.0%
Foreign Language	Carnegie Learning Adopted 2020 Vista Higher Learning Adopted 2020	Yes	0.0%

School Facility Conditions and Planned Improvements

Situated on 40 acres, Silver Valley High School was originally constructed in 1983. The campus is comprised of eight permanent classrooms, 17 portable classrooms, an industrial arts building, a library, a gymnasium, four computer labs, and track and ball fields .

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 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 below displays the results of the most recent school facilities inspection, provided by the district.

We recently were awarded a little over $500,000 grant and have replaced and renovated our football/soccer field and baseball and softball fields.

Year and month of the most recent FIT report	DEC 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	74	61	82.43	17.57	68.85
Female	42	34	80.95	19.05	76.47
Male	32	27	84.38	15.62	59.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	22	84.62	15.38	68.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	22	18	81.82	18.18	77.78
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	31	28	90.32	9.68	67.86
Socioeconomically Disadvantaged	30	24	80	20	70.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	3	27.27	72.73	--

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	74	62	83.78	16.22	38.71
Female	42	34	80.95	19.05	41.18
Male	32	28	87.50	12.50	35.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	23	88.46	11.54	39.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	22	20	90.91	9.09	45.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	31	27	87.10	12.90	40.74
Socioeconomically Disadvantaged	30	23	76.67	23.33	30.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	5	45.45	54.55	--

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

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

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

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

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	26.19	N/A	22.69	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	47	43	91.49	8.51	26.19
Female	22	21	95.45		
Male	25	22	88.00		
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	19	95.00	5.00	15.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	15	88.24	11.76	42.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	28	26	92.86	7.14	34.62
Socioeconomically Disadvantaged	21	18	85.71	14.29	17.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Career Technical Education Programs

Silver Valley High School strives to graduate citizens who are fully capable of functioning and prospering in our society. The school's preparation program prepares students to succeed through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom to real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to ensure work-readiness skills.

The school addresses the needs of all students, including those interested in career/technical education, through guidance and counseling from school personnel regarding career paths and courses of study. Speakers from the community, job shadowing, work experience, SPED training, use of technology, career-related research projects, and community service projects are made available to heighten student awareness of options for education, training, and employment beyond high school. All seniors must create a senior portfolio prior to graduating. This process helps them to develop skills necessary for applying to jobs, such as resume writing and interviewing techniques.

The following Career Technical Education (CTE) programs are offered at the school:
  * Automotive Systems I
* Automotive Systems II
* Cadet Corps
* Med Tech Pilot
* Ed-Options Academy through Edmentum
  * Health, STEM, and several Career Exploration courses

All of the above-listed courses incorporate state-adopted CTE model curriculum standards, meet district graduation requirements, and/or satisfy A-G entrance requirements of the CSU/UC systems. All courses are evaluated based on mastery of "employment readiness standards", both basic and industry-specific, results of career-technical skills assessments, and/or placement of program completers in employment, post-secondary education, or the military. For more information about Career/Technical Education and/or the District's Regional Occupation Program, please contact Principal Sullivan.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	58
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	95.89
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	37.14

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Parents and the community members are very supportive of the educational program at Silver Valley High School. Parents are encouraged to become involved by volunteering at the school, chaperoning events, participating in school activities, and volunteering to serve on the School Site Council, and District Advisory Committee. Parents also participate in our annual Site Strategic Planning Meeting. Parents are also encouraged to provide feedback on school programs and outcomes via surveys. In addition parent are able to interface live with our Administrators twice per month via Facebook Live Presentations.

Contact Information
Parents who wish to volunteer or participate in the school's committees or activities, may contact the office at (760) 254-2963. The district 's website (htlp://www.svusdk12.net) also provides helpful information and a variety of resources for parents, students, and the community.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.0	0.0	0.0	3.8	1.9	0.0	9.0	8.9	9.4
Graduation Rate	100.0	100.0	100.0	90.5	89.6	99.1	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	71	71	100.0
Female	39	39	100.0
Male	32	32	100.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	30	30	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	29	29	100.0
English Learners	--	--	--
Foster Youth	0	0	0.00
Homeless	--	--	--
Socioeconomically Disadvantaged	47	47	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	17	17	100.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	375	359	0	0.0
Female	199	188	0	0.0
Male	176	171	0	0.0
American Indian or Alaska Native	5	5	0	0.0
Asian	1	1	0	0.0
Black or African American	37	36	0	0.0
Filipino	7	7	0	0.0
Hispanic or Latino	143	137	0	0.0
Native Hawaiian or Pacific Islander	13	13	0	0.0
Two or More Races	28	27	0	0.0
White	139	131	0	0.0
English Learners	13	13	0	0.0
Foster Youth	2	2	0	0.0
Homeless	21	18	0	0.0
Socioeconomically Disadvantaged	190	182	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	60	0	0.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	7.45	0.00	4.11	0.04	3.47	0.20
Expulsions	0.23	0.00	0.16	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.09	2.05	2.45
Expulsions	0.22	0.04	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

The safety of students and staff is a primary concern of Silver Valley High School. All guests to the campus must sign in at the office and wear a visitor's badge 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 campus assistants, classified staff, teachers, and administrators.

To safeguard the well-being of students and staff, comprehensive School Site Safety Plans have been developed for each site by the district. The Safety Plans were most recently updated in August 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 regularly.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	16	6	
Mathematics	17	14	7	
Science	19	8	7	
Social Science	15	15	4	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	15	7	
Mathematics	18	15	5	
Science	22	5	8	
Social Science	20	10	5	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	19	3	
Mathematics	14	17	3	
Science	17	10	4	
Social Science	16	14	2	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5,556	0	$5,556	$76,936
District	N/A	N/A	$3,470	
Percent Difference - School Site and District	N/A	N/A	46.2	10.4
State			$8,444	$77,042
Percent Difference - School Site and State	N/A	N/A	-41.3	-0.1

2020-21 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

2019-20 Teacher and Administrative Salaries

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

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

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	19.9

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	2
Social Science	2
Total AP Courses Offered	9

Professional Development

The main focus of professional development has been to improve rigor throughout all classrooms while simultaneously providing appropriate support for all students. These needs were clearly identified during our 2018-2019 WASC Self Study.

In order to improve rigor throughout all classrooms; we have many staff who have attended AVID Summer Institute conference and all staff have received AVID training in after school on-site workshops. In addition all AP English, Math, and Science teachers have attended both the National Math and Science Initiative, (NMSI) College Readiness Program and Laying the Foundations workshops. All AP subject teachers have also attended the College Board supported AP by The Sea training. All math teachers have received College Preparatory Math, (CPM) training, and all English teachers have received Expository Reading and Writing Curriculum, (ERWC) training. In addition based on the WASC Visiting Committees' recommendation we also provided staff with training in Project Based Learning.
In order to provide appropriate support all staff are trained in Positive Behavior Interventions and Supports, (PBIS) Tier 1 strategies, and Tier 2 strategies as needed. In addition one staff member has attended Berg's Trainer of trainer workshop on Differentiated Instruction so that on-site teacher training may occur.

During implementation, teachers are supported in several ways within the site. Teachers of core subjects have common prep periods allowing for collaboration time. Formal and informal Principal-Teacher meetings are held to discuss progress and needs. AVID Team members model strategies and support teachers with observation and feedback. PBIS Coach and Team provide guidance and feedback.

For additional support in their profession, teachers may enlist the services of the district's California Teacher Induction (CTI) program and 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	21	6	20

Silver Valley Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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

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

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

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

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

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

2021-22 District Contact Information	
District Name	Silver Valley Unified School District
Phone Number	760.254.2916
Superintendent	Jesse M. Najera
Email Address	jnajera@svusdk12.net
District Website Address	www.svusdk12.net

2020-21 CAASPP Test Results in ELA by Student Group

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

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

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1069	959	89.71	10.29	23.36
Female	509	451	88.61	11.39	21.95
Male	560	508	90.71	9.29	24.61
American Indian or Alaska Native	--	--	--	--	--
Asian	16	15	93.75	6.25	20.00
Black or African American	105	90	85.71	14.29	18.89
Filipino	18	16	88.89	11.11	56.25
Hispanic or Latino	413	375	90.80	9.20	19.47
Native Hawaiian or Pacific Islander	24	21	87.50	12.50	23.81
Two or More Races	100	89	89.00	11.00	25.84
White	383	344	89.82		26.74
English Learners	43	39	90.70	9.30	15.38
Foster Youth	--	--	--	--	--
Homeless	94	72	76.60	23.40	22.22
Military	293	263	89.76	10.24	26.62
Socioeconomically Disadvantaged	609	535	87.85	12.15	17.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	170	155	91.18	8.82	7.10