

Silver Valley Academy

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 Academy
Street	33525 Ponnay St.
City, State, Zip	Daggett, CA 92327
Phone Number	(760) 254-2715
Principal	Dr. Brice Scott
Email Address	bscott@svusdk12.net
School Website	http://aec.svusdk12.net
County-District-School (CDS) Code	36-73890-3630282

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	http://www.svusdk12.net

2021-22 School Overview

Silver Valley Academy (SVA) is comprised of various alternative education programs that are designed to serve a diverse group of students of the Silver Valley Unified School District. SVA is a District umbrella program that consists of the Success Program for special education students, Long-Term Independent Study, the Emerging Ability Program for students with severe life-handicapping situations, and the Home-Hospital Program for students whom are unable to physically attend school. This unique dynamic allows for expanded collaboration amongst instructional staff, the District, and special education personnel to ensure a robust, comprehensive, and individualized educational plan is implemented for each student.

MISSION STATEMENT:

The mission of Silver Valley Academy is to provide an educational environment where all students can succeed academically and mature personally while acquiring the essential critical thinking skills needed for careers in the 21st century.

VISION STATEMENT:

Silver Valley Academy will create a safe and constructive learning environment which promotes academic growth and maximizes personal success for all students. Through these techniques, we will develop interpersonal skills and ensure the creation of life-long learners.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	21
Grade 1	14
Grade 2	20
Grade 3	30
Grade 4	19
Grade 5	25
Grade 6	21
Grade 7	27
Grade 8	12
Grade 9	19
Grade 10	7
Grade 11	15
Grade 12	21
Total Enrollment	251

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.8
Asian	1.6
Black or African American	4
Filipino	2
Hispanic or Latino	39
Native Hawaiian or Pacific Islander	2.4
Two or More Races	5.2
White	44.6
English Learners	4.4
Foster Youth	0.4
Homeless	7.6
Socioeconomically Disadvantaged	56.6
Students with Disabilities	12

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)	8.8	70.0	88.7	72.9	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	7.9	4.0	3.3	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.7	14.2	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	1.0	7.9	6.0	5.0	18854.3	6.9
Total Teaching Positions	12.6	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	1.7
Misassignments	0.0
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)	0.0
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

Silver Valley Academy (SVA) primarily offers the school curriculum via Edmentum which is a fully-accredited web-based curriculum that allows SVA to offer a wide-range of courses that are all aligned with respective California state standards, meet state A-G entrance requirements, and provide rigorous coursework required to be successful in college and career after high school.

Although Edmentum is not on the CDE adopted list of curriculum, our teachers work together to ensure the state standards are taught using the Edmentum curriculum.

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	Edmentum (web-based curriculum) (2020)	Yes/No	0
Mathematics	Edmentum (web-based curriculum) (2020)	Yes/No	0
Science	Edmentum (web-based curriculum) (2020)	Yes/No	0
History-Social Science	Edmentum (web-based curriculum) (2020)	Yes/No	0
Foreign Language	Edmentum (web-based curriculum) (2020)	Yes/No	0
Health	Edmentum (web-based curriculum) (2020)	Yes/No	0

Visual and Performing Arts	Edmentum (web-based curriculum) (2020)	Yes/No	0
Science Laboratory Equipment (grades 9-12)	Edmentum (web-based curriculum) (2020)	Yes/No	0

School Facility Conditions and Planned Improvements

Adequacy:

Situated on 10.25 acres, the Alternative Education Center site serves Calico Continuation High School, Silver Valley Academy, and Silver Valley Adult School. This site was originally constructed in 1953. The campus is comprised of 6 permanent classrooms, MultiPurpose Room, Lounge/Cafe, Library, Kitchen, Guidance Room, Computer Lab, Printshop and outdoor recreation areas. All site facilities provide adequate space for all students and staff.

Safety:

School Safety at Silver Valley Academy (SVA) for all students, staff, and visitors is a fundamental priority to a positive and effective learning environment. School safety is a necessary component of school culture that is created and maintained through awareness, training, and assessment in all areas of teacher-visitor interactions, facilities maintenance, and school safety activities. The School Safety plan is discussed and reviewed at School Site Council meetings and staff meetings throughout the school year. Safety is monitored from three sources: (1) student behavior data, adult visitor sign-in sheets, and physical structures through quarterly reports and William's Compliance visits. SVA conducts regular fire drills, active shooter drills, earthquake, and evacuation drills, and we review emergency procedures with students and staff regularly. We also hold classroom discussions on disaster preparation. SVA staff monitors students on campus from the time they arrive until they are safely off campus at the end of the school day. We ensure a safe campus by monitoring and responding to input and concerns presented by school stakeholders. The SVA Comprehensive School Safety Plan is updated, reviewed, and officially approved each school year during a School Site Council Meeting.

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 2021.

As of December 2021 there are no planned or recently completed facility improvements.

Year and month of the most recent FIT report

DECEMBER 2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed/no actions taken.
Interior: Interior Surfaces	X			No repairs needed/no actions taken.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No repairs needed/no actions taken.
Electrical	X			No repairs needed/no actions taken.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No repairs needed/no actions taken.
Safety: Fire Safety, Hazardous Materials	X			No repairs needed/no actions taken.
Structural: Structural Damage, Roofs	X			No repairs needed/no actions taken.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repairs needed/no actions taken.

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	83	67	80.72	19.28	37.31
Female	42	33	78.57	21.43	42.42
Male	41	34	82.93	17.07	32.35
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	25	75.76	24.24	32
Native Hawaiian or Pacific Islander	--	--	--	--	--

Two or More Races	11	9	81.82	18.18	--
White	30	25	83.33	16.67	40
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	14	8	57.14	42.86	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	58	45	77.59	22.41	22.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	18.18

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	83	65	78.31	21.69	20.00
Female	42	32	76.19	23.81	18.75
Male	41	33	80.49	19.51	21.21
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	25	75.76	24.24	12.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	9	81.82	18.18	--
White	30	23	76.67	23.33	21.74
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	14	8	57.14	42.86	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	58	43	74.14	25.86	13.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	0.00

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.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*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.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*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	18.18	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	37	11	29.73	70.27	18.18
Female	18	7	38.89		
Male	19	4	21.05		
American Indian or Alaska Native	0	0	0	0	0

Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	2	15.38	84.62	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	7	41.18	58.82	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	4	17.39	82.61	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Career Technical Education Programs

Silver Valley Academy offers the school curriculum via Edmentum, a web-based educational program. Edmentum allows for the offering of the following Career Technical Education (CTE) courses among others:

- Applied Medical Terminology A/B
- California Accounting A/B
- California Applied Medical Terminology A/B
- California Audio Video Production 1 A/B
- California Audio Video Production 2 A/B
- California Audio Video Production 3 A/B
- California Business Information Management A/B
- California Career Explorations
- California Child Development
- California Computer Programming 1 A/B
- California Computing for College and Careers A/B
- California Culinary Arts A/B
- California Digital and Interactive Media A/B
- California Drafting and Design A/B
- California Electronic Communication Skills
- California Entrepreneurship A/B
- California Essential Career Skills
- California Graphic Design and Illustration A/B
- California Health Science 1 A/B
- California Health Science 2 A/B
- California Introduction to Finance
- California Marketing, Advertising, and Sales
- California Principles of Agriculture, Food, and Natural Resources A/B
- California Principles of Architecture and Construction A/B
- California Principles of Arts, A/V Technology, and Communications A/B

California Principles of Business, Marketing, and Finance A/B
 California Principles of Education and Training A/B
 California Principles of Engineering and Technology A/B
 California Principles of Government and Public Administration A/B
 California Principles of Health Science A/B
 California Principles of Hospitality and Tourism A/B
 California Principles of Human Services A/B
 California Principles of Information Technology A/B
 California Principles of Law, Public Safety, Corrections, and Security A/B
 California Principles of Manufacturing A/B
 California Principles of Transportation, Distribution, and Logistics A/B
 California Professional Communications
 California Professional Photography A/B
 California Sports and Entertainment Marketing
 California Web Technologies A/B
 Career Explorations
 Certified Nurse Aide A/B
 Child Development & Parenting A/B
 CompTIA A+ 220-1001
 CompTIA A+ 220-1002
 CompTIA A+ 220-901
 CompTIA A+ 220-902
 CompTIA Network+ Certification (N10-007)
 Computing for College & Careers A/B
 Electronic Communication Skills
 Essential Career Skills
 Food Handler and Food Manager Certifications
 Foundations of Green Energy
 Game Development
 International Business
 Introduction to Android Mobile App Development
 Introduction to Criminology
 Introduction to Cybersecurity
 Introduction to Finance
 Introduction to iOS Mobile App Development
 Networking Fundamentals
 Principles of Architecture and Construction
 Principles of Education & Training A/B
 Principles of Health Science A/B
 Principles of Hospitality & Tourism A/B
 Principles of Law, Public Safety, Corrections, & Security A/B
 Principles of Manufacturing A/B
 Robotics I A/B
 Sports & Entertainment Marketing

2020-21 Career Technical Education (CTE) Participation

Measure

CTE Program Participation

Number of Pupils Participating in CTE

Percent of Pupils that Complete a CTE Program and Earn a High School Diploma

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	0
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

Silver Valley Academy (SVA) has fostered a collaborative approach to school management by ensuring that all parents are involved in decision-making processes. The SVA community embraces the establishment of a communicative, positive, supportive, and nurturing school environment built upon relationships with parents and all stakeholders to assist in efforts to best meet the needs of the diverse SVA student population. SVA regularly holds School Site Council meetings, monthly meetings with the Principal, and awards assemblies to recognize student achievements. SVA also collaboratively devises and disseminates surveys to administer to parents to frequently monitor the effectiveness of school initiatives. Additional events are organized based upon holidays, graduation, and other celebratory opportunities to bridge the gap between the school and parents.

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	17.6	10.0	0.0	3.8	1.9	0.0	9.0	8.9	9.4
Graduation Rate	58.8	60.0	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
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All Students	22	22	100.0
Female	12	12	100.0
Male	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	15	15	100.0
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	16	16	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	308	268	43	16.0
Female	154	130	18	13.8
Male	154	138	25	18.1
American Indian or Alaska Native	3	2	0	0.0
Asian	7	4	1	25.0
Black or African American	12	10	1	10.0
Filipino	5	5	1	20.0
Hispanic or Latino	118	101	15	14.9
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races	15	15	1	6.7
White	141	124	22	17.7
English Learners	15	12	1	8.3
Foster Youth	1	1	1	100.0
Homeless	22	19	8	42.1

Socioeconomically Disadvantaged	158	150	31	20.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	44	34	7	20.6

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	7.41	0.00	4.11	0.04	3.47	0.20
Expulsions	0.00	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	1.33	2.05	2.45
Expulsions	0.00	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

School Safety at Silver Valley Academy (SVA) for all students, staff, and visitors is fundamental to a positive and effective learning environment. School safety is a necessary component of school culture that is created and maintained through awareness, training, and assessment in all areas of teacher-visitor interactions, facilities maintenance, and school safety activities. The School Safety plan is discussed and reviewed at School Site Council meetings and staff meetings throughout the school year. Safety is monitored from three sources: (1) student behavior data, adult visitor sign-in sheets, and physical structures through quarterly reports and William's Compliance visits. SVA conducts regular fire drills, active shooter drills, earthquake, and evacuation drills, and we review emergency procedures with students and staff regularly. We also hold classroom discussions on disaster preparation. SVA staff monitors students on campus from the time they arrive until they are safely off campus at the end of the school day. We ensure a safe campus by monitoring and responding to input and concerns presented by school stakeholders.

The SVA Comprehensive School Safety Plan is updated, reviewed, and officially approved each school year during a School Site Council Meeting.

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.

2018-19 Elementary 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 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				
1				
2				
3				
4				
5				
6				

2019-20 Elementary 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 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				
1				
2				
3				
4				
5				
6				

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	21		1	
1				
2	17	1		
3	15	1	1	
4	19	1		
5	25		1	
6	21		7	
Other	17	1		

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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

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	502

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)	0.5
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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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	\$7,714	0	\$7,714	\$90,988
District	N/A	N/A	\$3,470	
Percent Difference - School Site and District	N/A	N/A	75.9	27.0
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-9.0	16.6

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

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

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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

Silver Valley Academy (SVA) has worked to address the goal of holistic education by working closely with the Silver Valley Unified School District (SVUSD) to provide high-quality professional development for SVA teachers, administrators, and other community-based personnel to increase the ability to meet the differing needs of student populations. Moreover, ample professional development in regard to California Common Core State Standards, state assessments, and programs tied to state standards has been offered. Professional development in integrating technology into curriculum and instruction to improve teaching, learning, and technology literacy has also been offered to SVA staff. Additionally, training to assist SVA staff address the needs of students with different learning styles, particularly students who are negatively affected by the achievement gap has been provided. SVA has wholeheartedly acknowledged and committed to the ideal that there is always a need for continued professional development focused upon English Language Arts and Mathematics instructional strategies and targeted intervention.

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	9	7	7

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	http://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