

# Silver Valley High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Silver Valley High School
<b>Street</b>	35484 Daggett/Yermo Rd.
<b>City, State, Zip</b>	Yermo, CA 92398-0847
<b>Phone Number</b>	(760) 254-2963
<b>Principal</b>	Michael Meyer
<b>Email Address</b>	mmeyer@svusdk12.net
<b>School Website</b>	<a href="https://svhs.svusdk12.net/">https://svhs.svusdk12.net/</a>
<b>County-District-School (CDS) Code</b>	36-73890-3630274

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

### 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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	136
Grade 10	97
Grade 11	87
Grade 12	49
Total Enrollment	369

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4%
Male	52.6%
American Indian or Alaska Native	0.8%
Asian	1.1%
Black or African American	10.3%
Filipino	1.9%
Hispanic or Latino	40.9%
Native Hawaiian or Pacific Islander	2.4%
Two or More Races	8.4%
White	34.1%
English Learners	3.3%
Foster Youth	0.3%
Homeless	6.8%
Socioeconomically Disadvantaged	58.8%
Students with Disabilities	12.2%

## A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.90	83.25	88.70	72.86	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.00	3.28	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.70	7.72	16.20	13.30	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.70	5.57	12115.80	4.41
<b>Unknown</b>	2.00	8.99	6.00	4.97	18854.30	6.86
<b>Total Teaching Positions</b>	22.80	100.00	121.80	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.40	83.16	95.10	75.13	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.79	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.00	12.20	16.00	12.67	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	2.68	10.80	8.54	11953.10	4.28
<b>Unknown</b>	0.40	1.91	3.60	2.87	15831.90	5.67
<b>Total Teaching Positions</b>	24.50	100.00	126.60	100.00	279044.80	100.00

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

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.50	1.30
Misassignments	1.20	1.70
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.70</b>	<b>3.00</b>

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

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.60
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.60</b>

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.2	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.1	0.5

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Pursuant to the settlement of Williams vs. the State of California, Silver Valley Unified School District thoroughly inspected each of its school sites at the start of the 2023-24 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is September 12, 2023.

All students, including English Learners, are given their own individual textbooks and/or instructional materials in core subjects, as well as, foreign language, 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 2023 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

<b>Year and month in which the data were collected</b>	August 2023
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<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption ?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	SAVVAS Adopted 2021	Yes	0.0%
<b>Mathematics</b>	CPM (College Preparatory Math) Adopted 2020	Yes	0.0%
<b>Science</b>	SAVVAS Adopted 2020	Yes	0.0%
<b>History-Social Science</b>	McGraw Hill Adopted 2020  Cengage Learning Adopted 2020	Yes	0.0%
<b>Foreign Language</b>	Carnegie Learning Adopted 2020  Vista Higher Learning Adopted 2020	Yes	0.0%

## School Facility Conditions and Planned Improvements

### Adequacy:

Situated on 31.5 acres, Silver Valley High School was originally constructed in 1983. The campus is comprised of twelve permanent classrooms, 19 portable classrooms, an industrial arts building, a library, a gymnasium, four computer labs, and track and ball fields. All site facilities provide adequate space for all students and staff.

### Safety:

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 2023, with all revisions reviewed immediately with the staff. Key elements of the Safety Plan focus on the following: school rules and procedures, disaster procedures, current status of school crime, notification to teachers, child abuse reporting procedures, school-wide dress code, routine and emergency drills, sexual harassment policy, policies related to suspension and expulsion, maintaining a safe and orderly school environment, safe ingress and egress of pupils, parents and school employees. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and intruder drills, are held regularly.

### Cleanliness:

The school provides a safe and clean environment for students, staff, and volunteers. The District Governing Board has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and safe. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and healthy learning environment.

### Maintenance & Repair

A scheduled maintenance program is administered by the District's maintenance staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Silver Valley Unified School District including regular facilities inspections to ensure that school grounds and facilities remain in excellent condition. A work order process is used when issues arise that require immediate attention. Repair requests are completed efficiently and in the order in which they are received. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. The most recent inspection took place in December 2023.

### Year and month of the most recent FIT report

DECEMBER 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed; No actions planned
<b>Interior:</b> Interior Surfaces	X			No repairs needed; No actions planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			No repairs needed; No actions planned
<b>Electrical</b>	X			No repairs needed; No actions planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Section 9: Sinks / Fountains S9: B-Wing Girls, Sink/fountain is not working properly  No other actions planned
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No repairs needed; No actions planned
<b>Structural:</b> Structural Damage, Roofs	X			No repairs needed; No actions planned
<b>External:</b>	X			No repairs needed; No actions planned

## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/  
Doors/Gates/Fences

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	55	70	40	42	47	46
<b>Mathematics</b> (grades 3-8 and 11)	33	31	30	27	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	86	86	100.00	0.00	69.77
<b>Female</b>	42	42	100.00	0.00	78.57
<b>Male</b>	44	44	100.00	0.00	61.36
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	37	37	100.00	0.00	70.27
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	27	27	100.00	0.00	70.37
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	37	37	100.00	0.00	70.27
<b>Socioeconomically Disadvantaged</b>	40	40	100.00	0.00	65.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	86	85	98.84	1.16	30.59
<b>Female</b>	42	42	100.00	0.00	28.57
<b>Male</b>	44	43	97.73	2.27	32.56
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	37	36	97.30	2.70	25.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	27	27	100.00	0.00	33.33
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	37	37	100.00	0.00	37.84
<b>Socioeconomically Disadvantaged</b>	40	40	100.00	0.00	25.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	37.50	23.13	32.88	23.17	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	136	134	98.53	1.47	23.13
Female	67	65	97.01	2.99	20.00
Male	69	69	100.00	0.00	26.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	21.43
Filipino	--	--	--	--	--
Hispanic or Latino	57	56	98.25	1.75	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	18.18
White	44	43	97.73	2.27	34.88
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	68	67	98.53	1.47	29.85
Socioeconomically Disadvantaged	79	78	98.73	1.27	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	0.00

## 2022-23 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 Core 1
- \* Medical Assisting
- \* Public Safety
- \* 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 Meyer.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	71
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	56.3
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.19
2021-22 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	100	100	100	100	100

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

Parents 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 via Facebook Live Presentations. Silver Valley HS has added a podcast during the 2022-2023 school year.

##### 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 (<http://www.svusk12.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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	0	0	1.9	0	0	1.3	9.4	7.8	8.2
<b>Graduation Rate</b>	100	96.9	94.3	99.1	96.7	95	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	53	50	94.3
<b>Female</b>	31	30	96.8
<b>Male</b>	22	20	90.9
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	23	22	95.7
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	12	11	91.7
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	37	36	97.3
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	14	12	85.7

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	418	403	109	27.0
Female	201	193	54	28.0
Male	217	210	55	26.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	2	66.7
Asian	4	4	0	0.0
Black or African American	46	43	10	23.3
Filipino	8	8	1	12.5
Hispanic or Latino	170	166	45	27.1
Native Hawaiian or Pacific Islander	9	9	3	33.3
Two or More Races	32	32	8	25.0
White	146	138	40	29.0
English Learners	15	14	3	21.4
Foster Youth	2	2	0	0.0
Homeless	26	26	11	42.3
Socioeconomically Disadvantaged	232	225	73	32.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	55	52	24	46.2

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	6.25	4.55	0.04	2.81	2.36	0.20	3.17	3.60
Expulsions	0.00	0.00	0.24	0.00	0.00	0.04	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.55	0.24
Female	1.99	0.5
Male	6.91	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	10.87	0
Filipino	0	0
Hispanic or Latino	2.94	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6.25	0
White	4.11	0
English Learners	6.67	0
Foster Youth	0	0
Homeless	7.69	0
Socioeconomically Disadvantaged	5.6	0.43
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.27	0

## 2023-24 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.

## 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	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	20	2	
Mathematics	13	22	1	
Science	18	8	5	
Social Science	14	14	3	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	16	8	0
Mathematics	15	21	2	0
Science	19	8	4	0
Social Science	16	11	4	0

## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	369

## 2022-23 Student Support Services Staff

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

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

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,435	\$189	\$7,246	\$75,857
District	N/A	N/A	\$4,636	\$73,502
Percent Difference - School Site and District	N/A	N/A	43.9	7.1
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-4.9	-7.8

## Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Silver Valley Unified School District received state and federal categorical funding for the following support programs:

- Title I, Part A - Educationally Disadvantaged Children
- Title II, Part A - Teacher/Principal Training and Recruiting

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,931	\$50,875
<b>Mid-Range Teacher Salary</b>	\$74,466	\$79,761
<b>Highest Teacher Salary</b>	\$108,116	\$103,045
<b>Average Principal Salary (Elementary)</b>	\$124,128	\$128,154
<b>Average Principal Salary (Middle)</b>	\$123,737	\$131,774
<b>Average Principal Salary (High)</b>	\$127,188	\$142,676
<b>Superintendent Salary</b>	\$185,817	\$211,462
<b>Percent of Budget for Teacher Salaries</b>	26.95%	30.11%
<b>Percent of Budget for Administrative Salaries</b>	6.18%	5.49%

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	10
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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
<b>Computer Science</b>	1
<b>English</b>	2
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	1
<b>Mathematics</b>	1
<b>Science</b>	3
<b>Social Science</b>	2
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	10

## 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

## Professional Development

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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	20	20	20