

Tiefort View Intermediate School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Tiefert View Intermediate School
Street	8700 Anzio Road
City, State, Zip	Ft. Irwin, CA 92310
Phone Number	(760) 386-3123
Principal	Aubrey Zucco
Email Address	azucco@svusdk12.net
School Website	http://tvis.svusdk12.net/
County-District-School (CDS) Code	36-73890-0111096

2022-23 District Contact Information

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

2022-23 School Overview

Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about Tiefort View Intermediate School's instructional programs, academic achievement, materials, facilities, and staff. Tiefort View Intermediate School has established a tradition of academic excellence and welcomes this opportunity to tell you more about us. The staff at Tiefort View Intermediate School believes each child is unique and deserving of a rich educational environment where all students are successful. Each student has access to a rigorous core curriculum in English Language Arts, Mathematics, Science, and Social Science.

The hard working staff is both skilled and dedicated to the success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach that provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents. Parents and the community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

School Mission Statement

Tiefert View Intermediate School is dedicated to developing confident learners who take an active role in their education. Our goal is to have our students flourish as productive members of today's society.

Community & School Profile

Located in the rural high desert of Southern California, 126 miles from Los Angeles and 144 miles from Las Vegas, Silver Valley Unified School District educates nearly 2,200 students in grades kindergarten 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 four schools and includes Calico High School, Silver Valley Academy, Silver Valley Community Day School, and Silver Valley Adult Education all at one location.

2022-23 School Overview

Located on the Fort Irwin National Training Center, Tiefort View Intermediate School serves an average of 360 third through fifth grade students on a traditional calendar schedule during the 2022-2023 school year.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	125
Grade 4	125
Grade 5	87
Total Enrollment	337

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.3
Male	56.7
American Indian or Alaska Native	0.6
Asian	1.2
Black or African American	12.2
Filipino	2.1
Hispanic or Latino	31.5
Native Hawaiian or Pacific Islander	1.2
Two or More Races	10.1
White	40.4
English Learners	4.7
Foster Youth	0.0
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	57.9
Students with Disabilities	17.8

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.00	70.00	88.70	72.86	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	3.28	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	10.00	16.20	13.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	20.00	6.70	5.57	12115.80	4.41
Unknown	0.00	0.00	6.00	4.97	18854.30	6.86
Total Teaching Positions	20.00	100.00	121.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	4.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	4.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 2022-23 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 13, 2022.

All students, including English Learners, are given their own individual textbooks and/or instructional materials in core subjects, as well as, foreign language and health (as appropriate), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The table displays information collected in August 2022 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill- Wonders Adopted 2018	Yes	0.0%
Mathematics	SAVVAS EnVision Adopted 2021	Yes	0.0%
Science	Pearson Elevate Adopted 2019	Yes	0.0%
History-Social Science	Houghton Mifflin Adopted 2006	Yes	0.0%

School Facility Conditions and Planned Improvements

Adequacy:

Tiefert View Intermediate School, constructed in 2006, occupies approximately 14.0 acres and is currently comprised of 26 classrooms, a library, a multipurpose room, an administrative office, and one playground.

Safety:

The safety of students and staff is a primary concern of Tiefort View Intermediate School. All guests to the campus must sign in at the office and wear a visitor's badge at all times. All classroom doors and gates are locked during school hours. = Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among noon-duty aides, teachers, and school 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 February 2022, 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 on a regular basis.

Cleaning Process

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

Maintenance & Repair

A scheduled maintenance program is administered by the District's maintenance staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Silver Valley Unified School District, including regular facilities inspections, to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention.

Repair requests are completed efficiently and in the order in which they are received. The chart displays the results of the most recent school facilities inspection, provided by the district.

Year and month of the most recent FIT report

DECEMBER 2022

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 planned
Interior: Interior Surfaces	X			No repairs needed; No actions planned
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No repairs needed; No actions planned
Electrical	X			No repairs needed; No actions planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No repairs needed; No actions planned
Safety: Fire Safety, Hazardous Materials	X			No repairs needed; No actions planned
Structural: Structural Damage, Roofs	X			No repairs needed; No actions planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repairs needed; No actions planned

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	46	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	39	N/A	30	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	353	338	95.75	4.25	46.15
Female	160	149	93.13	6.87	47.65
Male	193	189	97.93	2.07	44.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	50	50	100.00	0.00	40.00
Filipino	--	--	--	--	--
Hispanic or Latino	113	108	95.58	4.42	38.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	42	95.45	4.55	47.62
White	131	124	94.66	5.34	53.23
English Learners	15	15	100.00	0.00	33.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	254	241	94.88	5.12	43.98
Socioeconomically Disadvantaged	167	158	94.61	5.39	36.71
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	58	55	94.83	5.17	21.82

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	353	337	95.47	4.53	39.47
Female	160	149	93.13	6.87	31.54
Male	193	188	97.41	2.59	45.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	50	49	98.00	2.00	32.65
Filipino	--	--	--	--	--
Hispanic or Latino	113	108	95.58	4.42	30.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	42	95.45	4.55	40.48
White	131	124	94.66	5.34	48.39
English Learners	15	15	100.00	0.00	40.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	254	240	94.49	5.51	40.42
Socioeconomically Disadvantaged	167	157	94.01	5.99	30.57
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	58	55	94.83	5.17	18.18

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	45.56	22.69	32.88	28.5	29.47

2021-22 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	91	90	98.9	1.1	45.56
Female	37	36	97.3	2.7	44.44
Male	54	54	100	0	46.3
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100	0	46.15
Filipino	0	0	0	0	0
Hispanic or Latino	24	24	100	0	29.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100	0	45.45
White	36	35	97.22	2.78	57.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	69	68	98.55	1.45	45.59
Socioeconomically Disadvantaged	44	43	97.73	2.27	32.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100	0	16.67

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.6%	96.6%	96.6%	96.6%	96.6%

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.

2022-23 Opportunities for Parental Involvement

Parents are encouraged to take an active role in their child's education. Parents are welcome to volunteer by helping out the classrooms and teachers, chaperone school events and field trips, and participate in the Parent Teacher Organization and Site Strategic Planning.

Numerous programs and activities at Tiefort View Intermediate School are enriched by generous contributions from the military, local businesses and service organizations.

Contact Information

Parents who wish to volunteer or participate in the school's committees or activities, may contact the office at (760) 386-3123. The district's website (<http://www.svusdk12.net>) also provides helpful information and a variety of resources for parents, students, and the community.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	422	410	45	11.0
Female	193	185	16	8.6
Male	229	225	29	12.9
American Indian or Alaska Native	2	2	0	0.0
Asian	7	5	0	0.0
Black or African American	60	59	5	8.5
Filipino	8	8	1	12.5
Hispanic or Latino	137	133	23	17.3
Native Hawaiian or Pacific Islander	8	8	0	0.0
Two or More Races	39	39	4	10.3
White	157	152	12	7.9
English Learners	20	19	2	10.5
Foster Youth	0	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	201	200	28	14.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	75	74	15	20.3

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.05	2.45
Expulsions	0.00	0.04	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.24	0.04	2.81	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.24	0.00
Female	0.00	0.00
Male	0.44	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	0.64	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

2022-23 School Safety Plan

The safety of students and staff is a primary concern of Tiefert View Intermediate School. All guests to the campus must sign in at the office and wear a visitor's badge at all times. All classroom doors and gates are locked during school hours. = Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among noon-duty aides, teachers, and school 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 February 2022, 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 on a regular basis.

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.

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
3	27		15	
4	33		6	
5	29		12	
Other	5	3		

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
3	19	11	10	
4	26		12	
5	26		11	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	20	6	12	
4	24		15	
5	23		11	1
Other	9	3		

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,161	\$0	\$4,161	\$68,026
District	N/A	N/A	\$3,829	\$71,391
Percent Difference - School Site and District	N/A	N/A	8.3	-4.8
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-45.2	-15.1

2021-22 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$49,933	\$48,503
Mid-Range Teacher Salary	\$73,006	\$74,912
Highest Teacher Salary	\$105,996	\$100,321
Average Principal Salary (Elementary)	\$115,778	\$122,160
Average Principal Salary (Middle)	\$117,434	\$127,632
Average Principal Salary (High)	\$125,330	\$137,578
Superintendent Salary	\$182,174	\$198,665
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year.

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

Staff members build teaching skills and concepts through participation in PLCs, conferences, and workshops throughout the year. Teachers were offered a broad-based variety of professional growth opportunities in the curriculum, teaching strategies, and methodologies. 2019-2022 staff development topics included: ELA Training, Pat Pavelka training on reading and writing strategies, EnVision Math Training, Singapore Math Training, Scholastic Read 180 & System 44 training for RtI, Technology training for new teachers, Positive Behavior Intervention Support (PBIS), Lisa Rogers training for SEL and Math training from Kristin Hilty, Google certification training and Professional Learning Communities (PLC). Much of the Professional Development is delivered through after school Wednesday meetings and individual classroom teacher mentoring as well as training before the start of the school year.

For additional support in their profession, teachers may enlist the services of the district's Induction support provider as well as receive guidance from colleagues and the principal.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	14	17	