

Silver Valley Academy

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.

About This School

Contact Information (Most Recent Year)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Silver Valley Academy |
| Street | 33525 Ponnay |
| City, State, Zip | Daggett California 92327 |
| Phone Number | 760-254-2715 |
| Principal | Michael Cox |
| E-mail Address | mcox@svusdk12.net |
| Web Site | http://silvervalley.k12.ca.us/alternative |
| Grades Served | K-12 |
| CDS Code | 36-73890-3630282 |

| District Contact Information | |
|-------------------------------------|---------------------------------------|
| District Name | Silver Valley Unified School District |
| Phone Number | 760.254.2916 |
| Superintendent | Jill S. Kemock |
| E-mail Address | jkemock@svusdk12.net |
| Web Site | www.svusdk12.net |

School Description and Mission Statement (Most Recent Year)

The Alternative Education Center is comprised of four schools and/or nine programs in the Silver Valley Unified School District. Each is designed to provide a unique individualized educational setting to assist students in reaching their academic and personal goals. The Alternative Education Center promotes respect for cultural diversity and inspires integrity and respect of self and others. Classroom practices foster intellectual and social development, engage students in problem solving, higher order thinking skills and learning activities that make the subject matter relevant to daily life. Furthermore, through the daily incorporation of our Expected School-wide Learning Results (ESLR'S), we equip students with the skills and knowledge that empower them to be ethical, literate, responsible and contributing members of their community.

School Vision & Mission Statement

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

The mission of the Silver Valley Academy is to provide all students with an unconventional setting, where the individual needs of each student are addressed through the access of a state standards based, aligned curriculum and federal mandates.

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 2,300 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, one middle school, one K-8 school, 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.

Silver Valley Academy is WASC accredited (2013), consists of four programs and includes Long-Term Independent Study Program (1-12), the Success Program for special education (7-12), Emerging Ability Program for students with severe life handicapping conditions, and the Home and Hospital Program (K-12). In addition, an adult school operates on the campus two evenings per week. Students who experience difficulty in a traditional school setting often find success in alternative programs. Silver Valley Academy provides individualized instruction, with frequent one-on-one student and teacher interaction. The school fosters a college atmosphere and attitude to prepare students for higher learning.

In order to be admitted, students are screened by the program administrator. In any alternative educational environment, flexibility is key. The school's programs offer several options to students regarding attendance and how assignments are completed and turned in. More flexibility is offered to those students who make adequate academic progress, and have a consistent record of earning credits.

Student Enrollment by Grade Level (School Year 2014-15)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 2 |
| Grade 7 | 1 |
| Grade 8 | 3 |
| Grade 9 | 6 |
| Grade 10 | 3 |
| Grade 11 | 7 |
| Grade 12 | 9 |
| Total Enrollment | 31 |

Student Enrollment by Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 9.7 |
| American Indian or Alaska Native | 6.5 |
| Asian | 3.2 |
| Filipino | 3.2 |
| Hispanic or Latino | 19.4 |
| Native Hawaiian or Pacific Islander | 6.5 |
| White | 48.4 |
| Two or More Races | 3.2 |
| Socioeconomically Disadvantaged | 48.4 |
| Students with Disabilities | 16.1 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | 4 | 3 | 3 | 134 |
| Without Full Credential | 0 | 1 | | 2 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 1 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| All Schools in District | 99.7 | 0.3 |
| High-Poverty Schools in District | 99.7 | 0.3 |
| Low-Poverty Schools in District | 0.0 | 0.0 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

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 2015-16 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, 2015.

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 September 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|---|
| Reading/Language Arts | Holt Adopted 2010 Pearson Adopted 2010 | Yes | 0.0% |
| Mathematics | Holt, Rinehart & Winston Adopted 2008 MacMillan/McGraw Hill Adopted 2008 Pearson Adopted 2008 | Yes | 0.0% |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------------|---|
| Science | Glencoe Adopted 2007 Houghton Mifflin Adopted 2007 Kendall/Hunt Adopted 2007 Prentice Hall Adopted 2007 | Yes | 0.0% |
| History-Social Science | Glencoe/McGraw Hill Adopted 2006 Houghton Mifflin Adopted 2006 | Yes | 0.0% |
| Foreign Language | McDougal Littell Adopted 2005 | Yes | 0.0% |
| Health | Glencoe/McGraw Hill Adopted 2010 | Yes | 0.0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Situated on 8 acres, the Alternative Education Center site serves Calico Continuation High School, Silver Valley Academy, Silver Valley Adult School, and the Silver Valley Community Day School. This site was originally constructed in 1953. The campus is comprised of 14 permanent classrooms, and 2 portable classrooms. The multipurpose room and 4 classrooms are currently unoccupied.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works 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.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|--|
| Year and month in which data were collected: 07/09/2015 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Poor HVAC performance in unoccupied Rooms # 11, 12, 13, 14, MPR, and Kitchen. |
| Interior: Interior Surfaces | | X | | Some damaged interior surfaces in Rooms 2, 5, 7/8, and Boys Restrooms by Rms 3 and 10. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | Unoccupied rooms 12, 13, 14, Kitchen and MPR need to be cleaned before re-occupancy |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month in which data were collected: 07/09/2015 | | | | |
|---|-----------|------|------|------|
| Overall Rating | 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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
|--------------------------------|--|----------|-------|
| | School | District | State |
| English Language Arts/Literacy | 0 | 45 | 44 |
| Mathematics | 0 | 34 | 33 |

Note: 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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 4 | 1 | 1 | 100.0 | -- | -- | -- | -- |
| | 5 | 2 | 1 | 50.0 | -- | -- | -- | -- |
| | 6 | 2 | 2 | 100.0 | -- | -- | -- | -- |
| | 7 | 3 | 2 | 66.7 | -- | -- | -- | -- |
| | 8 | 2 | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | 11 | 5 | 45.5 | -- | -- | -- | -- |
| Male | 4 | | 1 | 100.0 | -- | -- | -- | -- |
| | 5 | | 0 | 0.0 | -- | -- | -- | -- |
| | 6 | | 1 | 50.0 | -- | -- | -- | -- |
| | 7 | | 1 | 33.3 | -- | -- | -- | -- |
| | 11 | | 2 | 18.2 | -- | -- | -- | -- |
| Female | 5 | | 1 | 50.0 | -- | -- | -- | -- |
| | 6 | | 1 | 50.0 | -- | -- | -- | -- |
| | 7 | | 1 | 33.3 | -- | -- | -- | -- |
| | 8 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 3 | 27.3 | -- | -- | -- | -- |
| Black or African American | 5 | | 1 | 50.0 | -- | -- | -- | -- |
| | 7 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 1 | 9.1 | -- | -- | -- | -- |
| Asian | 11 | | 0 | 0.0 | -- | -- | -- | -- |
| Filipino | 11 | | 0 | 0.0 | -- | -- | -- | -- |
| Hispanic or Latino | 7 | | 1 | 33.3 | -- | -- | -- | -- |
| | 8 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 1 | 9.1 | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 6 | | 1 | 50.0 | -- | -- | -- | -- |
| White | 4 | | 1 | 100.0 | -- | -- | -- | -- |
| | 5 | | 0 | 0.0 | -- | -- | -- | -- |
| | 6 | | 1 | 50.0 | -- | -- | -- | -- |
| | 7 | | 1 | 33.3 | -- | -- | -- | -- |
| | 8 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 3 | 27.3 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 6 | | 1 | 50.0 | -- | -- | -- | -- |
| | 11 | | 2 | 18.2 | -- | -- | -- | -- |
| Students with Disabilities | 11 | | 0 | 0.0 | -- | -- | -- | -- |
| Foster Youth | 4 | | -- | -- | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |
| | 7 | | -- | -- | -- | -- | -- | -- |
| | 8 | | -- | -- | -- | -- | -- | -- |
| | 11 | | -- | -- | -- | -- | -- | -- |

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 4 | 1 | 1 | 100.0 | -- | -- | -- | -- |
| | 5 | 2 | 1 | 50.0 | -- | -- | -- | -- |
| | 6 | 2 | 2 | 100.0 | -- | -- | -- | -- |
| | 7 | 3 | 2 | 66.7 | -- | -- | -- | -- |
| | 8 | 2 | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | 11 | 5 | 45.5 | -- | -- | -- | -- |
| Male | 4 | | 1 | 100.0 | -- | -- | -- | -- |
| | 5 | | 0 | 0.0 | -- | -- | -- | -- |
| | 6 | | 1 | 50.0 | -- | -- | -- | -- |
| | 7 | | 1 | 33.3 | -- | -- | -- | -- |
| | 11 | | 2 | 18.2 | -- | -- | -- | -- |
| Female | 5 | | 1 | 50.0 | -- | -- | -- | -- |
| | 6 | | 1 | 50.0 | -- | -- | -- | -- |
| | 7 | | 1 | 33.3 | -- | -- | -- | -- |
| | 8 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 3 | 27.3 | -- | -- | -- | -- |
| Black or African American | 5 | | 1 | 50.0 | -- | -- | -- | -- |
| | 7 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 1 | 9.1 | -- | -- | -- | -- |
| Asian | 11 | | 0 | 0.0 | -- | -- | -- | -- |
| Filipino | 11 | | 0 | 0.0 | -- | -- | -- | -- |
| Hispanic or Latino | 7 | | 1 | 33.3 | -- | -- | -- | -- |
| | 8 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 1 | 9.1 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|--|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Native Hawaiian or Pacific Islander | 6 | | 1 | 50.0 | -- | -- | -- | -- |
| White | 4 | | 1 | 100.0 | -- | -- | -- | -- |
| | 5 | | 0 | 0.0 | -- | -- | -- | -- |
| | 6 | | 1 | 50.0 | -- | -- | -- | -- |
| | 7 | | 1 | 33.3 | -- | -- | -- | -- |
| | 8 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 3 | 27.3 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 6 | | 1 | 50.0 | -- | -- | -- | -- |
| | 11 | | 2 | 18.2 | -- | -- | -- | -- |
| Students with Disabilities | 11 | | 0 | 0.0 | -- | -- | -- | -- |
| Foster Youth | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |
| | 7 | | -- | -- | -- | -- | -- | -- |
| | 8 | | -- | -- | -- | -- | -- | -- |
| | 11 | | -- | -- | -- | -- | -- | -- |

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | -- | -- | -- | 58 | 63 | 54 | 59 | 60 | 56 |

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|--|--|
| All Students in the LEA | 54 |
| All Students at the School | -- |
| Male | -- |
| Female | -- |
| Black or African American | -- |
| Hispanic or Latino | -- |
| White | -- |
| Socioeconomically Disadvantaged | -- |
| Students with Disabilities | -- |
| Foster Youth | -- |

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2014-15)

Silver Valley Academy strives to graduate citizens who are fully capable of functioning and prospering in our society. The school's workforce 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.

Students may enroll in a "Career Exploration" class which enables them to research different career options and to develop skills necessary for applying to jobs, such as writing resumes and interviewing skills .

Silver Valley Academy engages community support and participation to provide guest speakers from organizations such as the Speakers Bureau of the Chamber of Commerce, Fort Irwin, the County Sheriffs Association, San Bernardino County offices, Wal-Mart, the military, the Barstow Police Department, and Barstow Community College representatives. These speakers increase student awareness of the many opportunities and options for future education, training, and employment beyond high school.

The following Career Technical Education (CTE) programs offered off campus at Silver Valley High School:

- Diversified Occupations
- Micro Computers
- Networking
- ROP Auto
- ROP Desktop Publishing
- ROP Digital Design

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.

Career Technical Education Participation (School Year 2014-15)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | N/A |
| % of pupils completing a CTE program and earning a high school diploma | N/A |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | N/A |

Courses for University of California and/or California State University Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2014-15 Students Enrolled in Courses Required for UC/CSU Admission | 0 |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | | 50 | 53 | 21 | 57 | 56 | 58 |
| Mathematics | | | | 52 | 63 | 18 | 60 | 62 | 59 |

Note: 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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

| Group | English-Language Arts | | | Mathematics | | |
|----------------------------|------------------------|--------------------|------------------|------------------------|--------------------|------------------|
| | Percent Not Proficient | Percent Proficient | Percent Advanced | Percent Not Proficient | Percent Proficient | Percent Advanced |
| All Students in the LEA | 47 | 29 | 24 | 45 | 42 | 13 |
| All Students at the School | 0 | | 0 | 0 | 0 | 0 |

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to undertake an active role in their child's education. Parents are welcome to volunteer on-site and participate on the School Site Council. The Parent Booster's Club helps fund numerous activities for the school.

Numerous programs and activities at Silver Valley Academy are enriched by generous contributions from 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) 254 -2715. The district's website (<http://www.svusdk12.net>) also provides helpful information and a variety of resources for parents, students. and the community.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 20.00 | 10.00 | 11.10 | 7.80 | 3.10 | 5.00 | 13.10 | 11.40 | 11.50 |
| Graduation Rate | 33.33 | 85.00 | 81.48 | 85.34 | 93.88 | 92.44 | 78.87 | 80.44 | 80.95 |

Completion of High School Graduation Requirements (Graduating Class of 2014)

| Group | Graduating Class of 2014 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 130.43 | 104.96 | 84.6 |
| Black or African American | 100 | 105.88 | 76 |
| American Indian or Alaska Native | 100 | 100 | 78.07 |
| Asian | | 100 | 92.62 |
| Filipino | | | 96.49 |
| Hispanic or Latino | 200 | 108.11 | 81.28 |
| Native Hawaiian/Pacific Islander | | 50 | 83.58 |
| White | 100 | 105.36 | 89.93 |
| Two or More Races | 100 | 75 | 82.8 |
| Socioeconomically Disadvantaged | 150 | 100 | 61.28 |
| English Learners | | 66.67 | 50.76 |
| Students with Disabilities | 92.86 | 98.33 | 81.36 |
| Foster Youth | -- | -- | -- |

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 4.40 | 1.12 | 4.29 | 5.92 | 4.63 | 3.28 | 5.07 | 4.36 | 3.80 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.29 | 0.04 | 0.13 | 0.10 | 0.09 |

School Safety Plan (Most Recent Year)

The safety of students and staff is a primary concern of Silver Valley Academy. 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 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 2014, with all revisions reviewed 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.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

| AYP Criteria | School | District | State |
|---|--------|----------|-------|
| Made AYP Overall | Yes | Yes | Yes |
| Met Participation Rate: English-Language Arts | Yes | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes | Yes |
| Met Percent Proficient: English-Language Arts | N/A | N/A | N/A |
| Met Percent Proficient: Mathematics | N/A | N/A | N/A |
| Met Attendance Rate | N/A | Yes | Yes |
| Met Graduation Rate | N/A | Yes | Yes |

Federal Intervention Program (School Year 2015-16)

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement* | | |
| Number of Schools Currently in Program Improvement | N/A | 0 |
| Percent of Schools Currently in Program Improvement | N/A | .0 |

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2012-13 | | | 2013-14 | | | 2014-15 | | | | | |
|-------------|-----------------|-------------------|-------|---------|-----------------|-------------------|---------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| 4 | 2 | 1 | | | | | | 1 | 1 | | | |
| 5 | 2 | 1 | | | | | | 2 | 1 | | | |
| 6 | 4 | 1 | | 3 | 1 | | | 3 | 1 | | | |

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | .5 | 75 |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0 | N/A |
| Psychologist | .2 | N/A |
| Social Worker | 0 | N/A |
| Nurse | .05 | N/A |
| Speech/Language/Hearing Specialist | .1 | N/A |
| Resource Specialist | 0 | N/A |
| Other | 0 | N/A |

Note: Cells with N/A values do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | \$27,705 | \$8,650 | \$19,055 | \$75,886 |
| District | N/A | N/A | \$4,984 | \$62,121 |
| Percent Difference: School Site and District | N/A | N/A | 282.3 | 29.6 |
| State | N/A | N/A | \$5,348 | \$65,267 |
| Percent Difference: School Site and State | N/A | N/A | 244.1 | 20.1 |

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

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

Teacher and Administrative Salaries (Fiscal Year 2013-14)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$42,638 | \$40,379 |
| Mid-Range Teacher Salary | \$62,339 | \$62,323 |
| Highest Teacher Salary | \$88,154 | \$81,127 |
| Average Principal Salary (Elementary) | \$105,695 | \$99,192 |
| Average Principal Salary (Middle) | \$104,233 | \$91,287 |
| Average Principal Salary (High) | \$113,483 | \$112,088 |
| Superintendent Salary | \$187,197 | \$159,821 |
| Percent of Budget for Teacher Salaries | 31% | 36% |
| Percent of Budget for Administrative Salaries | 7% | 6% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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 conferences and work shops throughout the year. Teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development professional development topics included: APEX Training, Illuminate Training, Holt Differential Instruction ELA, CMAT (Math) Training, Singapore Conference, Scholastic Read 180 & System 44 training.

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