

# Yermo School

## 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)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | Yermo School  |
| <b>Street</b>                     | 38320 Gleason St.   |
| <b>City, State, Zip</b>           | Yermo, CA 92398   |
| <b>Phone Number</b>               | (760) 254-2931  |
| <b>Principal</b>                  | Shannon Hansen  |
| <b>E-mail Address</b>             | shansen@svusdk12.net  |
| <b>Web Site</b>                   | <a href="http://silvervalley.k12.ca.us/yermo/">http://silvervalley.k12.ca.us/yermo/</a> |
| <b>Grades Served</b>              | K-8   |
| <b>CDS Code</b>                   | 36-73890-6035455  |

| <b>District Contact Information</b> |                                       |
|-------------------------------------|---------------------------------------|
| <b>District Name</b>                | Silver Valley Unified School District |
| <b>Phone Number</b>                 | (760) 254-2916                        |
| <b>Superintendent</b>               | Jill S. Kemock                        |
| <b>E-mail Address</b>               | jkemock@svusdk12.net                  |
| <b>Web Site</b>                     | www.svusdk12.net                      |

### School Description and Mission Statement (Most Recent Year)

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#### Principal's Message

Hello families of Yermo School students. The purpose of the School Accountability Report card is to provide parents and community members with information about Yermo School's instructional programs, academic achievement, materials and facilities, and the staff.

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

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.

#### Yermo School Mission

Yermo School students will achieve at their maximum potential in a safe, engaging, inspiring, and challenging learning environment.

#### Yermo School Mission

Yermo School will work in partnership with students, families and the community to ensure that each student acquires the knowledge, 21st Century Learning skills, and core values necessary to achieve personal success and to enrich the community.

#### 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 transitional kindergarten through grade twelve. Covering an area of 3,200 square miles, the district serves the communities of Calico, Daggett, Fort Irwin, Ludlow, Newberry Springs, and Yermo.

Yermo School is located in the Mojave Desert off of Interstate 15. Yermo School served approximately 312 Kindergarten through eighth grade students on a traditional calendar schedule during the 2014-2015 school year.

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.

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

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 26                 |
| Grade 1                 | 22                 |
| Grade 2                 | 24                 |
| Grade 3                 | 27                 |
| Grade 4                 | 25                 |
| Grade 5                 | 26                 |
| Grade 6                 | 49                 |
| Grade 7                 | 42                 |
| Grade 8                 | 45                 |
| <b>Total Enrollment</b> | <b>286</b>         |

### Student Enrollment by Group (School Year 2014-15)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 2.4                         |
| American Indian or Alaska Native    | 1.7                         |
| Asian                               | 0.7                         |
| Filipino                            | 0.7                         |
| Hispanic or Latino                  | 35.7                        |
| Native Hawaiian or Pacific Islander | 0.3                         |
| White                               | 51.7                        |
| Two or More Races                   | 6.6                         |
| Socioeconomically Disadvantaged     | 77.6                        |
| English Learners                    | 5.2                         |
| Students with Disabilities          | 22                          |
| Foster Youth                        | 1.4                         |

## 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   | 20      | 19      | 20      | 134      |
| Without Full Credential  | 0       | 1       | 0       | 2        |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 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                      | 97.9   | 2.1                                     |
| 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 2012-13 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 below 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/<br>Year of Adoption               | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|---|
| Reading/Language Arts | Holt<br>Adopted 2010<br><br>Pearson<br>Adopted 2010                      | Yes                        | 0%  |
| Mathematics           | Holt, Rinehart & Winston<br>Adopted 2008<br><br>EnVision<br>Pearson 2014 | Yes                        | 0%  |

| Core Curriculum Area   | Textbooks and Instructional Materials/<br>Year of Adoption                     | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|---|
| Science                | Glencoe/McGraw Hill<br>Adopted 2007<br><br>Houghton Mifflin<br>Adopted 2007    | Yes                        | 0%  |
| History-Social Science | Houghton Mifflin<br>Adopted 2006<br><br>Glencoe/McGraw<br>Adopted 2006         | Yes                        | 0%  |
| Health                 | Glencoe/McGraw Hill<br>Adopted 2006<br><br>Glencoe/McGraw Hill<br>Adopted 2010 | Yes                        | 0%  |

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Yermo School was originally constructed in 1949 and fully modernized in 1994. The campus is situated on 19.6 acres and comprised of 26 classrooms, a library, a multipurpose room, and one playground.

##### Cleaning Process

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

##### Maintenance & Repair

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

Repair requests are completed efficiently and in the order in which they are received. The chart 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: 07/14/2015          |               |      |      |   |
| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|  | Good          | Fair | Poor |   |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                | X             |      |      |   |
| <b>Interior:</b> Interior Surfaces                               |               | X    |      |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation | X             |      |      |   |

| School Facility Good Repair Status (Most Recent Year)               |               |      |      |   |
|---|---------------|------|------|---|
| Year and month in which data were collected: 07/14/2015             |               |      |      |   |
| System Inspected  | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|   | Good          | Fair | Poor |   |
| Electrical: Electrical  | X             |      |      |   |
| Restrooms/Fountains: Restrooms, Sinks/<br>Fountains                 | X             |      |      |   |
| Safety: Fire Safety, Hazardous Materials                            | X             |      |      |   |
| Structural: Structural Damage, Roofs                                | X             |      |      |   |
| External: Playground/School Grounds,<br>Windows/ Doors/Gates/Fences | X             |      |      |   |

#### Overall Facility Rating (Most Recent Year)

| Year and month in which data were collected: 07/14/2015 |           |      |      |      |
|---|-----------|------|------|------|
| 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<br>(grades 3-8 and 11) |          |       |
|--------------------------------|---|----------|-------|
|                                | School  | District | State |
| English Language Arts/Literacy | 39  | 45       | 44    |
| Mathematics                    | 36  | 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  | 3     | 37                 | 32     | 86.5                | 34               | 22                  | 22           | 22                |
|               | 4     | 26                 | 25     | 96.2                | 44               | 24                  | 16           | 16                |
|               | 5     | 34                 | 32     | 94.1                | 50               | 9                   | 31           | 9                 |
|               | 6     | 49                 | 48     | 98.0                | 31               | 42                  | 25           | 2                 |
|               | 7     | 47                 | 44     | 93.6                | 23               | 30                  | 34           | 11                |
|               | 8     | 48                 | 47     | 97.9                | 30               | 26                  | 32           | 11                |
| Male          | 3     |                    | 18     | 48.6                | 22               | 28                  | 28           | 22                |

| Student Group                       | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|                                     |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
|                                     | 4     |                    | 14     | 53.8                | 57               | 29                  | 7            | 7                 |
|                                     | 5     |                    | 14     | 41.2                | 71               | 14                  | 14           | 0                 |
|                                     | 6     |                    | 19     | 38.8                | 42               | 32                  | 26           | 0                 |
|                                     | 7     |                    | 17     | 36.2                | 35               | 24                  | 35           | 0                 |
|                                     | 8     |                    | 19     | 39.6                | 47               | 21                  | 16           | 11                |
| Female                              | 3     |                    | 14     | 37.8                | 50               | 14                  | 14           | 21                |
|                                     | 4     |                    | 11     | 42.3                | 27               | 18                  | 27           | 27                |
|                                     | 5     |                    | 18     | 52.9                | 33               | 6                   | 44           | 17                |
|                                     | 6     |                    | 29     | 59.2                | 24               | 48                  | 24           | 3                 |
|                                     | 7     |                    | 27     | 57.4                | 15               | 33                  | 33           | 19                |
|                                     | 8     |                    | 28     | 58.3                | 18               | 29                  | 43           | 11                |
| Black or African American           | 3     |                    | 1      | 2.7                 | --               | --                  | --           | --                |
|                                     | 5     |                    | 2      | 5.9                 | --               | --                  | --           | --                |
|                                     | 6     |                    | 1      | 2.0                 | --               | --                  | --           | --                |
|                                     | 7     |                    | 1      | 2.1                 | --               | --                  | --           | --                |
|                                     | 8     |                    | 3      | 6.3                 | --               | --                  | --           | --                |
| American Indian or Alaska Native    | 3     |                    | 1      | 2.7                 | --               | --                  | --           | --                |
|                                     | 4     |                    | 1      | 3.8                 | --               | --                  | --           | --                |
|                                     | 6     |                    | 1      | 2.0                 | --               | --                  | --           | --                |
|                                     | 7     |                    | 1      | 2.1                 | --               | --                  | --           | --                |
|                                     | 8     |                    | 1      | 2.1                 | --               | --                  | --           | --                |
| Asian                               | 5     |                    | 1      | 2.9                 | --               | --                  | --           | --                |
| Filipino                            | 5     |                    | 1      | 2.9                 | --               | --                  | --           | --                |
|                                     | 8     |                    | 1      | 2.1                 | --               | --                  | --           | --                |
| Hispanic or Latino                  | 3     |                    | 13     | 35.1                | 46               | 15                  | 23           | 15                |
|                                     | 4     |                    | 9      | 34.6                | --               | --                  | --           | --                |
|                                     | 5     |                    | 9      | 26.5                | --               | --                  | --           | --                |
|                                     | 6     |                    | 15     | 30.6                | 20               | 67                  | 13           | 0                 |
|                                     | 7     |                    | 15     | 31.9                | 20               | 40                  | 33           | 7                 |
|                                     | 8     |                    | 12     | 25.0                | 25               | 25                  | 33           | 17                |
| Native Hawaiian or Pacific Islander | 8     |                    | 1      | 2.1                 | --               | --                  | --           | --                |
| White                               | 3     |                    | 16     | 43.2                | 19               | 31                  | 25           | 25                |
|                                     | 4     |                    | 13     | 50.0                | 23               | 23                  | 23           | 31                |
|                                     | 5     |                    | 14     | 41.2                | 50               | 14                  | 36           | 0                 |
|                                     | 6     |                    | 30     | 61.2                | 40               | 27                  | 30           | 3                 |
|                                     | 7     |                    | 25     | 53.2                | 20               | 28                  | 32           | 16                |
|                                     | 8     |                    | 27     | 56.3                | 33               | 30                  | 26           | 7                 |

| Student Group                          | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|--|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|  |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| <b>Two or More Races</b>               | 3     |                    | 1      | 2.7                 | --               | --                  | --           | --                |
|  | 4     |                    | 1      | 3.8                 | --               | --                  | --           | --                |
|  | 5     |                    | 5      | 14.7                | --               | --                  | --           | --                |
|  | 6     |                    | 1      | 2.0                 | --               | --                  | --           | --                |
|  | 7     |                    | 2      | 4.3                 | --               | --                  | --           | --                |
|  | 8     |                    | 2      | 4.2                 | --               | --                  | --           | --                |
| <b>Socioeconomically Disadvantaged</b> | 3     |                    | 9      | 24.3                | --               | --                  | --           | --                |
|  | 4     |                    | 11     | 42.3                | 73               | 18                  | 9            | 0                 |
|  | 5     |                    | 15     | 44.1                | 60               | 0                   | 27           | 13                |
|  | 6     |                    | 14     | 28.6                | 36               | 57                  | 7            | 0                 |
|  | 7     |                    | 13     | 27.7                | 23               | 31                  | 23           | 23                |
|  | 8     |                    | 13     | 27.1                | 15               | 8                   | 54           | 15                |
| <b>English Learners</b>                | 3     |                    | 2      | 5.4                 | --               | --                  | --           | --                |
|  | 4     |                    | 1      | 3.8                 | --               | --                  | --           | --                |
|  | 5     |                    | 1      | 2.9                 | --               | --                  | --           | --                |
|  | 6     |                    | 2      | 4.1                 | --               | --                  | --           | --                |
|  | 7     |                    | 1      | 2.1                 | --               | --                  | --           | --                |
|  | 8     |                    | 1      | 2.1                 | --               | --                  | --           | --                |
| <b>Students with Disabilities</b>      | 3     |                    | 6      | 16.2                | --               | --                  | --           | --                |
|  | 4     |                    | 4      | 15.4                | --               | --                  | --           | --                |
|  | 5     |                    | 4      | 11.8                | --               | --                  | --           | --                |
|  | 6     |                    | 6      | 12.2                | --               | --                  | --           | --                |
|  | 7     |                    | 5      | 10.6                | --               | --                  | --           | --                |
|  | 8     |                    | 13     | 27.1                | 92               | 0                   | 0            | 0                 |
| <b>Foster Youth</b>                    | 3     |                    | --     | --                  | --               | --                  | --           | --                |
|  | 4     |                    | --     | --                  | --               | --                  | --           | --                |
|  | 5     |                    | --     | --                  | --               | --                  | --           | --                |
|  | 6     |                    | --     | --                  | --               | --                  | --           | --                |
|  | 7     |                    | --     | --                  | --               | --                  | --           | --                |
|  | 8     |                    | --     | --                  | --               | --                  | --           | --                |

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                     | 3     | 37                 | 32     | 86.5                | 22               | 28                  | 41           | 9                 |
|                                  | 4     | 26                 | 25     | 96.2                | 40               | 28                  | 20           | 8                 |
|                                  | 5     | 34                 | 32     | 94.1                | 44               | 28                  | 13           | 16                |
|                                  | 6     | 49                 | 48     | 98.0                | 35               | 40                  | 15           | 10                |
|                                  | 7     | 47                 | 44     | 93.6                | 20               | 36                  | 23           | 20                |
|                                  | 8     | 48                 | 46     | 95.8                | 37               | 22                  | 20           | 22                |
| Male                             | 3     |                    | 18     | 48.6                | 17               | 39                  | 33           | 11                |
|                                  | 4     |                    | 14     | 53.8                | 36               | 36                  | 21           | 0                 |
|                                  | 5     |                    | 14     | 41.2                | 57               | 29                  | 0            | 14                |
|                                  | 6     |                    | 19     | 38.8                | 42               | 37                  | 16           | 5                 |
|                                  | 7     |                    | 17     | 36.2                | 35               | 29                  | 24           | 12                |
|                                  | 8     |                    | 18     | 37.5                | 50               | 22                  | 6            | 22                |
| Female                           | 3     |                    | 14     | 37.8                | 29               | 14                  | 50           | 7                 |
|                                  | 4     |                    | 11     | 42.3                | 45               | 18                  | 18           | 18                |
|                                  | 5     |                    | 18     | 52.9                | 33               | 28                  | 22           | 17                |
|                                  | 6     |                    | 29     | 59.2                | 31               | 41                  | 14           | 14                |
|                                  | 7     |                    | 27     | 57.4                | 11               | 41                  | 22           | 26                |
|                                  | 8     |                    | 28     | 58.3                | 29               | 21                  | 29           | 21                |
| Black or African American        | 3     |                    | 1      | 2.7                 | --               | --                  | --           | --                |
|                                  | 5     |                    | 2      | 5.9                 | --               | --                  | --           | --                |
|                                  | 6     |                    | 1      | 2.0                 | --               | --                  | --           | --                |
|                                  | 7     |                    | 1      | 2.1                 | --               | --                  | --           | --                |
|                                  | 8     |                    | 3      | 6.3                 | --               | --                  | --           | --                |
| American Indian or Alaska Native | 3     |                    | 1      | 2.7                 | --               | --                  | --           | --                |
|                                  | 4     |                    | 1      | 3.8                 | --               | --                  | --           | --                |
|                                  | 6     |                    | 1      | 2.0                 | --               | --                  | --           | --                |
|                                  | 7     |                    | 1      | 2.1                 | --               | --                  | --           | --                |
|                                  | 8     |                    | 1      | 2.1                 | --               | --                  | --           | --                |
| Asian                            | 5     |                    | 1      | 2.9                 | --               | --                  | --           | --                |
| Filipino                         | 5     |                    | 1      | 2.9                 | --               | --                  | --           | --                |
|                                  | 8     |                    | 1      | 2.1                 | --               | --                  | --           | --                |
| Hispanic or Latino               | 3     |                    | 13     | 35.1                | 38               | 23                  | 38           | 0                 |
|                                  | 4     |                    | 9      | 34.6                | --               | --                  | --           | --                |
|                                  | 5     |                    | 9      | 26.5                | --               | --                  | --           | --                |
|                                  | 6     |                    | 15     | 30.6                | 40               | 53                  | 7            | 0                 |
|                                  | 7     |                    | 15     | 31.9                | 7                | 60                  | 33           | 0                 |

| Student Group                              | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|--|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|  |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
|  | 8     |                    | 12     | 25.0                | 33               | 33                  | 8            | 25                |
| <b>Native Hawaiian or Pacific Islander</b> | 8     |                    | 1      | 2.1                 | --               | --                  | --           | --                |
| <b>White</b>                               | 3     |                    | 16     | 43.2                | 13               | 31                  | 44           | 13                |
|  | 4     |                    | 13     | 50.0                | 31               | 23                  | 31           | 15                |
|  | 5     |                    | 14     | 41.2                | 43               | 36                  | 7            | 14                |
|  | 6     |                    | 30     | 61.2                | 33               | 30                  | 20           | 17                |
|  | 7     |                    | 25     | 53.2                | 28               | 24                  | 16           | 32                |
|  | 8     |                    | 26     | 54.2                | 42               | 19                  | 19           | 19                |
| <b>Two or More Races</b>                   | 3     |                    | 1      | 2.7                 | --               | --                  | --           | --                |
|  | 4     |                    | 1      | 3.8                 | --               | --                  | --           | --                |
|  | 5     |                    | 5      | 14.7                | --               | --                  | --           | --                |
|  | 6     |                    | 1      | 2.0                 | --               | --                  | --           | --                |
|  | 7     |                    | 2      | 4.3                 | --               | --                  | --           | --                |
|  | 8     |                    | 2      | 4.2                 | --               | --                  | --           | --                |
| <b>Socioeconomically Disadvantaged</b>     | 3     |                    | 9      | 24.3                | --               | --                  | --           | --                |
|  | 4     |                    | 11     | 42.3                | 55               | 18                  | 9            | 9                 |
|  | 5     |                    | 15     | 44.1                | 47               | 33                  | 7            | 13                |
|  | 6     |                    | 14     | 28.6                | 50               | 43                  | 7            | 0                 |
|  | 7     |                    | 13     | 27.7                | 15               | 54                  | 15           | 15                |
|  | 8     |                    | 12     | 25.0                | 25               | 17                  | 33           | 25                |
| <b>English Learners</b>                    | 3     |                    | 2      | 5.4                 | --               | --                  | --           | --                |
|  | 4     |                    | 1      | 3.8                 | --               | --                  | --           | --                |
|  | 5     |                    | 1      | 2.9                 | --               | --                  | --           | --                |
|  | 6     |                    | 2      | 4.1                 | --               | --                  | --           | --                |
|  | 7     |                    | 1      | 2.1                 | --               | --                  | --           | --                |
|  | 8     |                    | 1      | 2.1                 | --               | --                  | --           | --                |
| <b>Students with Disabilities</b>          | 3     |                    | 6      | 16.2                | --               | --                  | --           | --                |
|  | 4     |                    | 4      | 15.4                | --               | --                  | --           | --                |
|  | 5     |                    | 4      | 11.8                | --               | --                  | --           | --                |
|  | 6     |                    | 6      | 12.2                | --               | --                  | --           | --                |
|  | 7     |                    | 5      | 10.6                | --               | --                  | --           | --                |
|  | 8     |                    | 12     | 25.0                | 92               | 8                   | 0            | 0                 |
| <b>Foster Youth</b>                        | 3     |                    | --     | --                  | --               | --                  | --           | --                |
|  | 4     |                    | --     | --                  | --               | --                  | --           | --                |
|  | 5     |                    | --     | --                  | --               | --                  | --           | --                |
|  | 6     |                    | --     | --                  | --               | --                  | --           | --                |
|  | 7     |                    | --     | --                  | --               | --                  | --           | --                |

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

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<br>(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) | 53  | 63      | 59      | 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          | 59  |
| Male                                | 46  |
| Female                              | 68  |
| Black or African American           | --  |
| American Indian or Alaska Native    | --  |
| Asian                               | --  |
| Filipino                            | --  |
| Hispanic or Latino                  | 66  |
| Native Hawaiian or Pacific Islander | --  |
| White                               | 59  |
| Two or More Races                   | --  |
| Socioeconomically Disadvantaged     | --  |
| English Learners                    | --  |
| Students with Disabilities          | 60  |
| 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.

### California Physical Fitness Test Results (School Year 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 15.60   | 37.50                 | 40.60                |
| 7           | 15.60   | 26.70                 | 40.00                |

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 in the classrooms, chaperon school events and field trips, and participate in the Parent Teacher Organization (PTO). Parents also have a chance to affect school policy through participation in the School Site Council (SSC).

### 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 |
| <b>Suspensions</b> | 4.75    | 4.08    | 4.26    | 5.92     | 4.63    | 3.28    | 5.07    | 4.36    | 3.80    |
| <b>Expulsions</b>  | 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 Yermo 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 all staff including, noon-duty aides, teachers, support staff, and school administration.

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 September 2014, 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.

## 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                           | Yes    | 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 | 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+ |
| K           | 28              |                   | 1     |     | 24              |                   | 1     |     | 25              |                   | 1     |     |
| 1           | 25              |                   | 1     |     | 22              |                   | 1     |     | 21              |                   | 1     |     |
| 2           | 20              | 1                 |       |     | 24              |                   | 1     |     | 24              |                   | 1     |     |
| 3           | 21              |                   | 1     |     | 19              | 1                 |       |     | 22              |                   | 1     |     |
| 4           | 28              |                   | 1     |     | 25              |                   | 1     |     | 23              |                   | 1     |     |
| 5           | 32              |                   | 1     |     | 30              |                   | 1     |     | 24              |                   | 1     |     |
| 6           | 25              |                   | 2     |     | 23              |                   | 2     |     | 25              |                   | 2     |     |

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                                  | 1                                | 138   |
| Counselor (Social/Behavioral or Career Development) |                                  | N/A   |
| Library Media Teacher (Librarian)                   |                                  | N/A   |
| Library Media Services Staff (Paraprofessional)     | 1                                | N/A   |
| Psychologist  | .25                              | N/A   |
| Social Worker                                       |                                  | N/A   |
| Nurse   | .15                              | N/A   |
| Speech/Language/Hearing Specialist                  | .8                               | N/A   |
| Resource Specialist                                 |                                  | N/A   |
| Other   |                                  | 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                                  | \$8,334                | \$1,943                 | \$6,391            | \$59,189               |
| District                                     | N/A                    | N/A                     | \$4,984            | \$62,121               |
| Percent Difference: School Site and District | N/A                    | N/A                     | 28.2               | 1.1                    |
| State  | N/A                    | N/A                     | \$5,348            | \$65,267               |
| Percent Difference: School Site and State    | N/A                    | N/A                     | 15.4               | -6.3                   |

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)

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A constructive evaluation process promotes quality instruction and is a fundamental element of 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 workshops throughout the year. Teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. 2014-15 staff development topics included: ELA/RCD Training, Pearson enVision Math Training, Pat Pavelka, Illuminate, RtI, Scholastic Read 180 & System 44 training, Waterford Early Reading Program training, and Success Maker 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.