

Silver Springs High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 (School Year 2016-17)

School Contact Information	
School Name	Silver Springs High School
Street	140 Park Ave.
City, State, Zip	Grass Valley, CA 95945
Phone Number	(530) 272-2635
Principal	Marty Mathiesen
E-mail Address	mmathiesen@njuhsd.com
Web Site	www.njuhsd.com
CDS Code	29-66357-2930071

District Contact Information	
District Name	Nevada Joint Union High School District
Phone Number	(530) 273-3351
Superintendent	Dr. Louise Bennicoff Johnson
E-mail Address	djzeisler@njuhsd.com
Web Site	www.njuhsd.com

School Description and Mission Statement (School Year 2016-17)

Silver Springs High School in Grass Valley is a continuation program located at the Park Avenue Alternative Education Site. The school serves grades 10-12 continuation high school students as well as providing a pregnant and parenting program. Head Start operates a fully functioning Infant / Toddler Center on the campus to meet the needs of the pregnant and parenting students.

Mission Statement:

We will recognize the individual talents and abilities of our students, promote academic and social competency, and develop productive citizens.

Student Learning Objectives

ALL SILVER SPRINGS HIGH SCHOOL STUDENTS WILL BE:

COMPETENT IN BASIC ACADEMIC SKILLS by completing one or more of the following

- Meeting district graduation requirements and earning a high school diploma
- Passing the GED (General Education Development Exam)
- Passing the CHSPE (California State High School Exit Exam)
- Earning a Certificate of Completion

SUCCESSFUL PERSONAL MANAGERS who

- Account for personal decisions and behaviors
- Problem solve and adapt to changing situations
- Establish immediate and long term goals
- Utilize available campus/community resources
- Adopt a healthy/fit lifestyle

EFFECTIVE COMMUNICATORS who

- Speak and listen respectfully
- Demonstrate the ability to write in a variety of styles
- Utilize relevant and appropriate technology
- Establish and maintain healthy relationships
- Are able to approach problems and think of reasonable solutions

TOLERANT AND COMPASSIONATE CITIZENS who

- Comprehend diverse cultures
- Demonstrate common courtesy and respect for others
- Respect and care for their personal and global environment
- Understand and participate in the democratic process
- Engage in activities that benefit their community

EMPLOYABLE by

- Successfully completing and presenting their Senior Portfolio
- Being punctual, reliable and prepared
- Appropriately dressing and speaking for the work place
- Taking and following directions
- Collaboratively working with others

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 10	17
Grade 11	45
Grade 12	78
Total Enrollment	140

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	3.6
Asian	0
Filipino	0
Hispanic or Latino	12.1
Native Hawaiian or Pacific Islander	0
White	79.3
Two or More Races	3.6
Socioeconomically Disadvantaged	76.4
English Learners	0.7
Students with Disabilities	12.9
Foster Youth	0

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	10	7.4	8.4	134.4
Without Full Credential	0	1	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	1.6	13.8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.1	3.9
All Schools in District	98.4	1.6
High-Poverty Schools in District	96.3	3.7
Low-Poverty Schools in District	98.6	1.4

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 2016-17)

Year and month in which data were collected: October 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Mathematics	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Science	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
History-Social Science	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Foreign Language	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Visual and Performing Arts	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Students use state-adopted, standards-aligned texts and instructional materials.	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The staff of Silver Springs High School believes that a safe, attractive, and adequate school campus is essential to the success of the learning process. A diligent effort is made to ensure that all students feel comfortable in the environment we provide for them.

The Park Avenue Alternative Education Site encompasses Silver Springs High School, the Young Parents Project and the Early Head Start Infant/Toddler Program. The main building which houses Silver Springs High School is one of the most historic in the district, having been built in 1939, and housing the first high school in the district. Over the years additional buildings/portables have been added to campus to accommodate student growth. While the main building is fairly old, the campus is clean and the grounds are well maintained. Students take pride in keeping their campus clean and sightly.

In 2002 the Nevada Joint Union High School District passed a general obligation bond, which included \$1M in modernization projects for the Park Avenue campus. The majority of the bond construction projects at the Park Avenue site were centered around ADA improvements including improving gym accessibility, campus signage, ramping, toilet room renovations and adaptations for a new elevator. The projects were completed in 2006.

Annual school site inspections are completed by the district maintenance and operations staff. The last inspection found no facility problems which posed a threat to the health or safety of students or staff.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Many leaks in roof of the portables and main building.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Shop window needs replacement.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	9	9	61	68	44	48
Mathematics	0		34	41	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	52	45	86.5	8.9
Male	11	35	29	82.9	3.5
Female	11	17	16	94.1	18.8
American Indian or Alaska Native	11	--	--	--	--
Hispanic or Latino	11	--	--	--	--
Native Hawaiian or Pacific Islander	11	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	11	42	37	88.1	8.1
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	38	32	84.2	3.1
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	52	45	86.5	
Male	11	35	29	82.9	
Female	11	17	16	94.1	
American Indian or Alaska Native	11	--	--	--	--
Hispanic or Latino	11	--	--	--	--
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	42	37	88.1	
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	38	32	84.2	
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	22	16	20	65	61	61	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	41	40	97.6	20.0
Male	30	29	96.7	27.6
Female	11	11	100.0	
White	36	35	97.2	22.9
Socioeconomically Disadvantaged	31	30	96.8	13.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)

Career Technical Education Programs and Sierra College classes are available to our students.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	30
% of pupils completing a CTE program and earning a high school diploma	1
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 (School Year 2016-17)

Parental involvement is available through our school’s Site Council, which has regular meetings and many opportunities to assist students and staff. For information, contact Principal Marty Mathiesen at (530) 272-2635.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.80	6.00	4.80	4.80	6.00	4.80	11.40	11.50	10.70
Graduation Rate	90.81	87.71	89.63	90.81	87.71	89.63	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	83	85	86
Black or African American	0	75	78
American Indian or Alaska Native	0	71	78
Asian	0	58	93
Filipino	0	100	93
Hispanic or Latino	75	81	83
Native Hawaiian/Pacific Islander	0	100	85
White	73	86	91
Two or More Races	100	86	89
Socioeconomically Disadvantaged	100	53	66
English Learners	100	18	54
Students with Disabilities	78	77	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	57.3	35.8	25.7	12.0	8.6	7.5	4.4	3.8	3.7
Expulsions	5.0	2.2	0.0	0.8	0.3	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Silver Springs High School in conjunction with the Nevada Joint Union High School District, the Grass Valley Police Department, and other local agencies has adopted a comprehensive school safety plan. This school safety plan is reviewed and revised annually if necessary. Key elements of the plan include warning signals to indicate to evacuate classrooms, evacuate the school, or proceed with a school lock-down. All staff receives training in each of the above scenarios.

In addition, each classroom is equipped with an Emergency Preparedness Guide and bag complete with instructions on how to treat potential emergencies and a map with evacuation plans. Date of last review/update: Fall 2015.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11	9	4		13	12	4		13	12	4	
Mathematics	13	11	1		24	2	5		24	2	5	
Science	16	5	1		24	2	3		24	2	3	
Social Science	14	8	4		28	2	2	2	28	2	2	2

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.00	141
Counselor (Social/Behavioral or Career Development)	0.20	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.20	N/A
Social Worker	N/A	N/A
Nurse	0.10	N/A
Speech/Language/Hearing Specialist	0.15	N/A
Resource Specialist	N/A	N/A
Other	N/A	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,691	\$1,240	\$10,452	\$70,509
District	N/A	N/A	\$7,996	\$67,184
Percent Difference: School Site and District	N/A	N/A	30.7	4.9
State	N/A	N/A	\$5,677	\$75,859
Percent Difference: School Site and State	N/A	N/A	84.1	-7.1

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

Types of Services Funded (Fiscal Year 2015-16)

Silver Springs offers various supplemental services to students:

- CTE Program is available to Silver Springs High School students.
- Economic Impact Aid funding provides instructional support for English Language Learners (ELL) in the classroom and after school.
- STARS program which includes group and individual counseling services, alcohol and drug diversion groups, violence prevention, and alternative activities for students in collaboration with outside community agencies
- AFLP provides funding for case management and academic supportive services for expectant and parenting students district-wide, with the HeadStart Infant/Toddler Center located on the Silver Springs campus.
- Associated Student Body
- Anti-bullying program implemented in the 2012/13 school year
- School Site Council
- 12 Step Recovery Class available to all students

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,650	\$45,265
Mid-Range Teacher Salary	\$64,739	\$72,281
Highest Teacher Salary	\$82,693	\$94,342
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$117,830	\$127,317
Superintendent Salary	\$145,550	\$168,625
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Through our analysis of district STAR scores, we have determined that our primary focus for improvement of student achievement lies in reading. As a result, we have developed a district wide approach to improving literacy levels for all students. Students in the lower two levels – “Intensive” and “Strategic” receive specific instruction in reading during a single period each day. The district has purchased and is implementing READ 180, a state approved (K-8) reading intervention program at every site. Teachers of those classes receive training specific to the use of those materials from the vendors, Scholastic. In addition, all teachers are expected to incorporate literacy strategies into their daily lessons, regardless of their curriculum and subject area. Teachers are receiving ongoing training in order to accomplish this goal. That training may be in the form of individual assistance from one or more of our on site reading coaches at times convenient to the pair or group training session after school, on designated staff development days or during instructional days through a pull out process involving the use of substitute teachers. Professional development funding is used to extend opportunities for interested teachers.