

Silver Springs High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Silver Springs High School
Street	140 Park Ave.
City, State, Zip	Grass Valley, CA 95945
Phone Number	(530) 272-2635
Principal	Marty Mathiesen
Email Address	mmathiesen@njuhsd.com
School Website	https://silversprings.njuhsd.com/
County-District-School (CDS) Code	29-66357-2930071

2022-23 District Contact Information

District Name	Nevada Joint Union High School District
Phone Number	(530) 273-3351
Superintendent	Dan Frisella
Email Address	jdanieli@njuhsd.com
District Website Address	www.njuhsd.com

2022-23 School Overview

School Description

Silver Springs High School in Grass Valley is a continuation school located at the Park Avenue Alternative Education Site. The school serves grades 10-12 continuation high school students as well as providing a young parents/pregnant teen 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:

At Silver Springs we recognize our individual talents and abilities, strive for academic and social excellence, and thrive as productive citizens.

Vision Statement:

Silver Springs will be a CA Model Continuation High School that cultivates individuals through Social Emotional Learning and Restorative Practices. Students will flourish in a safe and relevant environment exceeding expectations on state standards in order to graduate and move into the world with confidence to pursue a career and further their education.

Schoolwide 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
- Earning a Certificate of Completion

SUCCESSFUL PERSONAL MANAGERS who

2022-23 School Overview

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	14
Grade 11	57
Grade 12	97
Total Enrollment	168

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.3
Male	57.7
American Indian or Alaska Native	3.0
Asian	0.0
Black or African American	0.0
Filipino	1.2
Hispanic or Latino	14.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	4.8
White	76.8
English Learners	1.2
Foster Youth	0.6
Homeless	14.3
Migrant	0.0
Socioeconomically Disadvantaged	77.4
Students with Disabilities	22.6

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.10	65.40	108.80	77.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.30	0.97	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.50	3.24	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.20	34.52	13.80	9.89	12115.80	4.41
Unknown	0.00	0.00	11.20	8.04	18854.30	6.86
Total Teaching Positions	12.40	100.00	139.70	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	4.20	
Total Out-of-Field Teachers	4.20	

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The NJUHSD District Curriculum Committee, (DCC) employs a regular textbook adoption schedule. DCC adopted new curriculum in English, and Social Studies in 2018/2019, Science 2019/20. All textbooks that are aligned are aligned with CA state curriculum standards and other district sites .

Year and month in which the data were collected	December 2020
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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 (2018/19).	Yes	0.0
Mathematics	Textbooks cover the state adopted content standards according to the course of study reviews and are current. (2015/16)	Yes	0.0
Science	McGraw Hill - Inspire Earth & Space Science, McGraw Hill Environmental Science Adopted 2020/21	Yes	0.0
History-Social Science	Savaas World History, American Gov.,	Yes	0.0
Foreign Language	N/A for Silver Springs High School	Yes	0.0
Health	Our District has adopted new Health curriculum in 2016/17. Silver is launching a Health course using this curriculum in 2022/23	Yes	0.0
Visual and Performing Arts	Textbooks cover the state adopted content standards according to the course of study reviews and are current (2017/18) New adoption cycle underway in 2021/22.	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Silver needs updated Science lab equipment and materials	No	0.0

School Facility Conditions and Planned Improvements

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 Silver Springs High School Park Ave campus is the most historic in the district. Built in 1933, it was one building on the site of the first high school in the county. Over the years additional buildings/portables have been added to campus to accommodate program growth. While the main building is fairly old, the campus is clean and the grounds well maintained. Maintenance and Operations, Custodial and Grounds keeping, along with students and instructional staff, all take pride in keeping their campus clean and well kept.

This last few years have awarded significant ADA and exterior improvements were made to the site, using Measure B, a \$47M facility's bond in late 2016 The Main facility along with A-wing exterior received new paint in October last year, and interior paint this year. Our gymnasium had a new floor installed last year and that space, along with our cafeteria received new HVAC this Fall and Winter. The basement area has been remodeled for Building and Constructions Trades course.

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 and staff.

The District initiated a new cycle of Master Facilities planning in Fall Of 2021. Silver eagerly participated in identifying many potential upgrades and site improvements.

Year and month of the most recent FIT report

1/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			New HVAC systems have been installed for the GYM, Kitchen and MPR
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Site needs attention to PA systems, bells, and loudspeakers in each classroom.
Structural: Structural Damage, Roofs	X			The site has a couple minor roof leaks in the Administration/Attendance area. Site maintenance have been trying to identify where the leak is penetrating from the roof. District Facilities Department has reached out to a roofing contractor to help identify where it may be and conduct future repairs when the weather and contractors schedule permits.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Site is in need of assorted window upgrades.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	7	N/A	45	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	28	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	79	61	77.22	22.78	6.56
Female	30	19	63.33	36.67	15.79
Male	49	42	85.71	14.29	2.38
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	12	12	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	62	45	72.58	27.42	6.67
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	7	58.33	41.67	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	57	43	75.44	24.56	4.65
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	14	12	85.71	14.29	0.00

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	79	62	78.48	21.52	0.00
Female	30	19	63.33	36.67	0.00
Male	49	43	87.76	12.24	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	12	12	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	62	46	74.19	25.81	0.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	7	58.33	41.67	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	57	44	77.19	22.81	0.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	14	12	85.71	14.29	0.00

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	16.67	7.89	36.08	31.32	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	153	114	74.51	25.49	7.89
Female	63	42	66.67	33.33	7.14
Male	90	72	80	20	8.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	22	19	86.36	13.64	5.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	119	86	72.27	27.73	6.98
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	27	17	62.96	37.04	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	119	86	72.27	27.73	6.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	23	71.88	28.12	4.35

2021-22 Career Technical Education Programs

Nevada Joint Union High School District offers a sequence of courses in the following Career Technical Education Pathways (schools that offer the program are noted in parentheses):

- *Agriculture Business (Bear River, Nevada Union)
- *Agricultural Mechanics (Bear River, Nevada Union)
- *Animal Science (Bear River, Nevada Union)
- *Ornamental Horticulture (Nevada Union)
- *Forestry & Natural Resources (Nevada Union)
- *Stage Technology (Bear River)
- *Media Arts (Bear River)
- *Graphic Design (Bear River)
- *Visual/Commercial Arts (Nevada Union)
- *Automotive (Nevada Union)
- *Residential and Commercial Trades (Silver Springs)
- *Culinary Arts (Nevada Union)
- *Machining & Forming (Nevada Union)
- *Patient Care (Nevada Union)

A program sequence has a minimum of two parts: a concentrator, with introductory to intermediate course content, and a capstone with mastery level content; however, some of our pathways expand on this two-course sequence, with up to four courses supporting a student to mastery. As the district implements the 4x8 schedule, each pathway will have at least three courses.

A coherent sequence allows students to move through courses in an organized manner to facilitate student mastery of standards and provides opportunities to earn industry certifications and/or internships or work-based learning opportunities.

CTE courses are supported by the District and are integrated into the school's master schedule. With the new state standards and a focus on College and Career Readiness skills, these pathways are mutually supportive of both college readiness and career-bound students. The district's advisory committee is made up of representatives from education and industry across sectors. These include school administrators (high school and college), business owners (construction, landscaping, digital media arts, agriculture, automotive, etc.), and board members.

Nevada Joint Union High School District hosts an active CTE Advisory Committee. Members and related industries they represent are as follows:

- *Stephanie Ortiz - Advisory Chair, All Pathways
- *Aurora Thompson - NJUHSD CTE Director, All Pathways

- *Jana Kolakowski, Agriculture
- *Eric Sweet, Agriculture
- *Kathe Frazer, Hospitality
- *Melissa Hannebrink, Information Communication Technology
- *Nate Anglin, Multimedia Production/Graphic Design
- *Jeff Hansen, Building Construction Trades/Agriculture

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	23
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	93.79
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Parental involvement is primarily available through our School Site Council, which has regular meetings and provides opportunities to assist students and staff, direct school priorities, and guide school progress. Parents are also encouraged to connect through a wide range of school activities and after school programs that include music, drumming, yoga, cooking, graduation, and student leadership. Silver conducts regular parent meetings with students for a range of interventions that cover behavior, attendance, credit progress etc. Silver Springs puts on a full scale dinner during Back-to-School Night in our

2022-23 Opportunities for Parental Involvement

cafeteria. The school provides regular all-call and email, and web communication with our parent body regarding all events. Parenting classes are also offered with professional and certified independent trainers.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		24.1	22.4		8	5.6		8.9	7.8
Graduation Rate		61.4	70.1		86.4	89.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	107	75	70.1
Female	43	35	81.4
Male	64	40	62.5
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	--	--	--
Hispanic or Latino	15	10	66.7
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	83	60	72.3
English Learners	0	0	0.0
Foster Youth	--	--	--
Homeless	26	18	69.2
Socioeconomically Disadvantaged	101	69	68.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	26	16	61.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	258	243	226	93.0
Female	105	98	96	98.0
Male	153	145	130	89.7
American Indian or Alaska Native	11	11	10	90.9
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	2	2	2	100.0
Hispanic or Latino	42	37	33	89.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	16	13	12	92.3
White	187	180	169	93.9
English Learners	3	2	2	100.0
Foster Youth	3	3	3	100.0
Homeless	40	39	37	94.9
Socioeconomically Disadvantaged	206	195	181	92.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	56	55	98.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	10.39	3.09	2.45
Expulsions	0.87	0.14	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.37	10.47	0.60	4.93	0.20	3.17
Expulsions	0.00	0.39	0.00	0.89	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.47	0.39
Female	13.33	0.95
Male	8.50	0.00
American Indian or Alaska Native	9.09	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.52	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.25	0.00
White	11.23	0.53
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	12.50	0.00
Socioeconomically Disadvantaged	8.74	0.49
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	18.64	0.00

2022-23 School Safety Plan

Silver Springs High School, in conjunction with the Nevada Joint Union High School District, the Grass Valley Police Department, and other local agencies have adopted a comprehensive school safety plan. Grass Valley Police Department does their "Active Shooter Training" on the Silver Springs Campus annually. Additionally, GVPD also does a presentation to students and staff on "Active Shooter" each year.

The school safety plan is reviewed and revised annually if and when necessary. Comprehensive procedures for earthquake, fire, lock-down and other emergencies/evacuations are in place and practiced multiple times annually. All staff and students receive training and practice each of the above scenarios a minimum of twice a year. 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. Staff are trained in attendance protocols to account for students, and four staff members have comprehensive Health Tech/ 1st aide training. One staff member is a previously certified EMT and our Grass Valley PD School Resource Officer (SRO) is also a first responder. The administration is also trained in ICS 100.

The school's safety plan also includes mental health considerations, re-entry and school-wide tragedy protocols. The high school district heavily coordinates with the local county office of education (Nevada County Superintendent of Schools). This organization employs a County-wide Director of School Safety. Silver also participates in bi-weekly coordinated safety meetings with all major school and emergency services in Nevada County (CAUSSS; police, fire, schools, hospital, county emergency services, etc).

Silver is building an additional Wildfire Safety Plan for submission to its School Site Council this Spring.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	11	5	
Mathematics	19	5	4	
Science	21	3	2	
Social Science	14	10	4	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	22	5	
Mathematics	10	17	3	
Science	15	7	2	
Social Science	12	19	5	1

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	22		
Mathematics	9	18		
Science	11	11		
Social Science	13	17	5	

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	168

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	1.0
Nurse	0.3
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,993.53	\$4,520.03	\$12,473.51	\$78,043
District	N/A	N/A	\$10,835.72	\$81,121
Percent Difference - School Site and District	N/A	N/A	14.1	-3.9
State	N/A	N/A	\$6,594	\$84,932
Percent Difference - School Site and State	N/A	N/A	61.7	-8.5

2021-22 Types of Services Funded

Silver Springs offers various supplemental services to students:

2018/19

*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

*YPP (Young Parents Program) 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/Leadership

*Anti-bullying program Breaking Down Down Walls implemented in the 2012/13 school year.

*School Site Council

*AVP The Alternatives to Violence Project (AVP) is a volunteer-run conflict transformation program. Teams of trained AVP facilitators conduct experiential workshops to develop participants' abilities to resolve conflicts without resorting to manipulation, coercion, or violence

2019/20

*Site was funded for a 1.0 FTE an Assistant Principal in 2019/20

*Class Size reduction 23:1 for all continuation high school core curriculum classrooms

*On Campus Intervention (Includes 1.0 FTE Intervention Coordinator)

*RISE Special Education ED classroom (included 1.0 FTE Mild/Mod SPED certificated staff, 1.0 FTE Mental Health ERMHS Therapist, and 1.0 FTE Paraeducator)

*10 hours per week mental health counseling through STARS Student Assistance Program

2020/2021

*Cont'd funding Assistant Principal, 1.0 FTE.

*Cont'd class Size reduction 23:1 for all continuation high school core curriculum classrooms

*On Campus Intervention (Includes 1.0 FTE Intervention Coordinator)

*RISE Special Education ED classroom (included 1.0 FTE Mild/Mod SPED certificated staff, 1.0 FTE Mental Health ERMHS Therapist, and 1.0 FTE Paraeducator)

*10 hours per week mental health counseling through STARS Student Assistance Program

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,354	\$50,352
Mid-Range Teacher Salary	\$76,165	\$83,849
Highest Teacher Salary	\$98,484	\$103,007
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$169,216
Average Principal Salary (High)	\$127,548	\$144,431
Superintendent Salary	\$173,400	\$193,259
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Professional Development has been focused primarily on building a schoolwide Professional Learning Community (PLC) acknowledging that fact that almost all departments are composed of a single teacher. Nevertheless, dozens of hours and multiple days have been executed and led by professional trainers as well as site administration to unpack content standards, identify and articulate Expected Learning Outcomes, instructional planning, and common assessments. Silver Springs also revisited it's school mission, vision, and values starting in Fall 20/21 and completing these in Fall 21/22.

Staff and administration have built, articulated and executed a Multi-Tiered, Support System that includes one, full-time Teacher on Special Assignment (TOSA) as in Intervention Specialist who also runs an On Campus Intervention Program utilizing Restorative Practices, Trauma Informed Teaching, and curriculum aimed at teaching students California Socioemotional Learning Competencies (CASEL standards).

Silver Springs launched a Restorative Practices Peer "Council or Court that we call Restorative Accountable Youth Solutions as an alternative to suspension / disciplinary intervention program.

Staff and administration have also dedicated PD days to assess and alter the school mission and vision as well as the School Learning Outcomes. Additionally, staff and administration built a Blueprint for Success that articulates the components of a successful learning environment and classroom culture. This "Blueprint" is in print and visible on posters in all classrooms.

20/21 also brought with it the reality of COVID 19. Staff has conducted 10 days of professional development towards instituting distance learning protocols as well as training in (new for Silver) Learning Management System Schoology. Staff individually have pursued distance learning PD as well.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	7	4