

Silver Springs High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Website	www.njuhsd.com
County-District-School (CDS) Code	29-66357-2930071

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Nevada Joint Union High School District
Phone Number	(530) 273-3351
Superintendent	Brett W. McFadden
Email Address	djzeisler@njuhsd.com
Website	www.njuhsd.com

School Description and Mission Statement (School Year 2020-2021)

School Description

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 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.

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

- 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

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 10	21
Grade 11	67
Grade 12	64
Total Enrollment	152

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.3
Hispanic or Latino	14.5
White	77
Two or More Races	7.2
Socioeconomically Disadvantaged	80.9
English Learners	0.7
Students with Disabilities	18.4
Foster Youth	0.7
Homeless	7.2

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	8.4	11	13	129.70
Without Full Credential	0	0	0	3.80
Teaching Outside Subject Area of Competence (with full credential)	2.6	1.80	3.428	15.588

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

The NJUHSD District Curriculum Committee, (DCC) carries 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 .

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 Science Adopted 2020/21	Yes	0.0
History-Social Science	Savaas World History, American Gov.,	Yes	0.0
Foreign Language	Not Applicable 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 2020/21	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Textbooks cover the state adopted content standards according to the course of study reviews and are current. (2017/18)	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Silver needs updated Science lab equipment and materials	No	0.0

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

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 main building which houses Silver Springs High School is one of the most historic in the district, having been built in 1933, 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. Maintenance and Operations along with students take pride in keeping their campus clean and sightly.

This last summer significant ADA and exterior improvements were made to the site, using Measure B-funding. The Main facility along with A-wing exterior received new paint in October and our gym had a new floor installed.

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 passed a \$47M facility's bond in late 2016. All projects will be prioritized through board approval and consultation with the bond over site committee in looking at the district modernization plan.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 12/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	Hallways in main facility needs some plaster repair due to a leak which has been repaired. NJUHSD Facilities Department is working on having the interior halls painted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Small leaks in roof of the portables and main building are being addressed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Site is in need of assorted window upgrades.
Overall Rating	Good	

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. 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); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	7	N/A	69	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	40	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	9	N/A	38	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Career Technical Education Programs and Sierra College classes are available to all of our students. Our District CTE advisory committee meets annually.

In 20/21, Silver Springs launched a new site based CTE pathway -- Building & Construction Trades. Silver has also started the effort of expanding access to other district comprehensive CTE pathways.

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	98.69
2018-19 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 State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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 Springs puts on a full scale dinner during Back-to-School Night in our cafeteria. The school provides regular all-call and email, and web communication with our parent body regarding all events.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	24.3	25.7	23.8	4.3	7	5.9	9.1	9.6	9
Graduation Rate	62.9	67.1	71.4	89.8	89.1	91.9	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	36.6	40.4	10.4	11.0	3.5	3.5
Expulsions	1.9	2.7	0.5	0.6	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.9		2.5
Expulsions	11.6		0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 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 (Police, Fire, schools, hospital, county emergency services, etc).

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	13	11	3		15	9	5		14	11	5	
Mathematics	15	9			17	6	4		19	5	4	
Science	21	3	1		27		4		21	3	2	
Social Science	15	8	3		17	6	4		14	10	4	

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	152

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.2

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	17660.26	3431.57	14228.69	86000.66
District	N/A	N/A	9761.76	\$74,169
Percent Difference - School Site and District	N/A	N/A	37.2	14.8
State	N/A	N/A	\$7,750	\$82,697
Percent Difference - School Site and State	N/A	N/A	59.0	3.9

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

Types of Services Funded (Fiscal Year 2019-2020)

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

- 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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,411	\$49,328
Mid-Range Teacher Salary	\$71,800	\$75,987
Highest Teacher Salary	\$92,839	\$99,665
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$140,227
Average Principal Salary (High)	\$128,858	\$136,386
Superintendent Salary	\$170,000	\$183,166
Percent of Budget for Teacher Salaries	29.0	30.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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 in Fall 20/21.

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).

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.