Silver Springs High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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

2023-24 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	www.njuhsd.com

2023-24 School Description and Mission Statement

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 individual students utilizing 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 in order to earn a high school diploma
- Earning a Certificate of Completion

SUCCESSFUL PERSONAL MANAGERS who

2023-24 School Description and Mission Statement

- 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	28
Grade 11	75
Grade 12	88
Total Enrollment	191

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.5%
Male	56.5%
American Indian or Alaska Native	3.1%
Black or African American	0.5%
Hispanic or Latino	16.8%
Two or More Races	5.2%
White	74.3%
Foster Youth	0.5%
Homeless	8.9%
Socioeconomically Disadvantaged	66%
Students with Disabilities	28.8%

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)	10.60	78.02	115.40	78.26	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	1.30	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	2.42	5.30	3.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.60	19.27	14.70	9.98	11953.10	4.28
Unknown	0.00	0.22	10.00	6.80	15831.90	5.67
Total Teaching Positions	13.60	100.00	147.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	4.20	2.60
Total Out-of-Field Teachers	4.20	2.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	10
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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

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). Pearson My Perspective Grade 9-12	Yes	0.0
Mathematics	Textbooks cover the state adopted content standards according to the course of study reviews and are current. (2015/16) Textbook is Integrated	Yes	0.0
Science	McGraw Hill - Inspire Earth & Space Science, McGraw Hill Environmental Science Adopted 2020/21	Yes	0.0
History-Social Science	McGraw Hill World History, American Gov., Bedford, Freeman and Worth	Yes	0.0
Foreign Language	Not Applicable as we do not have courses at 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 all of the state adopted content standards according to the course of study reviews and are current (2017/18) New adoption cycle underway in 2021/22. Textbook, My Perspective/ Pub Pearson	Yes	0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

School Facility Conditions and Planned Improvements

The staff at 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 0f 2021. Silver eagerly participated in identifying many potential upgrades and site improvements.

Year and month of the most recent FIT report	10/23

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 has requested modernization of the PA systems, bells, and loudspeakers in each classroom.
Structural: Structural Damage, Roofs	X			
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		

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	7	2	45	49	47	46
Mathematics (grades 3-8 and 11)	0	0	28	24	33	34

2022-23 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	86	64	74.42	25.58	1.56
Female	46	31	67.39	32.61	0.00
Male	40	33	82.50	17.50	3.03
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	14	82.35	17.65	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	62	45	72.58	27.42	2.22
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	39	70.91	29.09	2.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	18	78.26	21.74	0.00

2022-23 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	84	61	72.62	27.38	0.00
Female	45	30	66.67	33.33	0.00
Male	39	31	79.49	20.51	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	14	82.35	17.65	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	60	42	70.00	30.00	0.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	39	70.91	29.09	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	17	73.91	26.09	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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	7.89	1.65	31.32	26.36	29.47	30.29

2022-23 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	156	121	77.56	22.44	1.65
Female	71	49	69.01	30.99	0.00
Male	85	72	84.71	15.29	2.78
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	32	28	87.50	12.50	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	110	83	75.45	24.55	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	18	12	66.67	33.33	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	101	78	77.23	22.77	1.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	27	67.50	32.50	0.00

2022-23 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 flow 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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	19
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.43
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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.

2023-24 Opportunities for Parental Involvement

Parental involvement is primarily available through the 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 that include drumming, yoga, graduation, and student leadership. Silver conducts regular parent meetings with students for a range of interventions that cover behavior, attendance, credit progress

2023-24 Opportunities for Parental Involvement

etc. Silver Springs puts on a full scale dinner each August 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.

C. Engagement	State Priority: Pupil 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	23.4	22.4	32.3	6.4	5.6	8.8	9.4	7.8	8.2
Graduation Rate	66.1	70.1	60.6	88.2	89.9	86.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	99	60	60.6
Female	38	23	60.5
Male	60	36	60.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	19	9	47.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	71	46	64.8
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	17	9	52.9
Socioeconomically Disadvantaged	82	49	59.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	22	12	54.5

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	254	243	229	94.2
Female	111	109	105	96.3
Male	142	133	123	92.5
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	5	5	5	100.0
Asian	0	0	0	0.0
Black or African American	2	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	44	44	42	95.5
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	18	16	15	93.8
White	184	175	165	94.3
English Learners	0	0	0	0.0
Foster Youth	3	3	3	100.0
Homeless	33	33	31	93.9
Socioeconomically Disadvantaged	188	183	171	93.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	71	69	69	100.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.37	10.47	20.47	0.60	4.93	6.30	0.20	3.17	3.60
Expulsions	0.00	0.39	2.36	0.00	0.89	0.58	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	20.47	2.36
Female	22.52	0.9
Male	19.01	3.52
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	15.91	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	22.22	16.67
White	20.65	1.63
English Learners	0	0
Foster Youth	0	0
Homeless	30.3	0
Socioeconomically Disadvantaged	22.87	2.66
Students Receiving Migrant Education Services	0	0
Students with Disabilities	23.94	5.63

2023-24 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 classrooms are 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 Heath 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 Comprehensive Wildfire Safety Plan for submission to the School Site Council this Spring.

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	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	10	25	2	0
Mathematics	11	14	4	0
Science	15	6	4	0
Social Science	12	17	7	0

2022-23 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	95.5

2022-23 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	27631.93	9811.07	17820.86	86380.07
District	N/A	N/A	2055.21	29308.31
Percent Difference - School Site and District	N/A	N/A	158.6	98.7
State	N/A	N/A	7606.00	85804.00
Percent Difference - School Site and State	N/A	N/A	80.3	0.7

Fiscal Year 2022-23 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

2023/2024
*Continued Funding Assistant Principal 1.0 FTE
* Continued Class Size Reduction @ 23-1 applied to core disciplines
* One Campus Intervention Coordinator 1.0 FTE
* One Campus Security Guard
* Add one Security Guard for Girls Bathroom
* Add one block Section of Introduction to Design course/ CTE
* Return to full-time SPED Therapist ERMS counselor from 80% to 100%

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$53,665	$53,824
Mid-Range Teacher Salary	$79,592	$84,312
Highest Teacher Salary	$102,916	$104,930
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$0	
Average Principal Salary (High)	$137,820	$148,501
Superintendent Salary	$177,735	$199,596
Percent of Budget for Teacher Salaries	30.01%	28.73%
Percent of Budget for Administrative Salaries	6%	5.39%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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. Current focus is on district wide common assessments just recently completed on Nov. 1st during a district wide PD day.

Professional Development

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.

2022-2023: 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.

2023-2024: Six staff members including the principal, are involved with the Co-Op SEL run by the county. Last year Silver was awarded a grant used for parenting support classes. This year we plan to use funds for student reflection structures and strategies.
Additionally, all staff have revised Expected Learning Outcomes in all courses as well as implemented assorted means and strategies for assessments, "Menus" for students to exhibit mastery and comprehension of the content standards.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	4	5