

# Silverado High School

25632 Peter A Hartman Way • Mission Viejo CA, 92691 • (949) 586-8800 • Grades 9-12

David Gordon, Principal

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Saddleback Valley Unified School District

25631 Peter A. Hartman Way  
Mission Viejo CA, 92691  
(949) 586-1234  
www.svusd.org

#### District Governing Board

Suzy Swartz

Ginny Faye Aitkens

Dolores Winchell

Dennis Walsh

Don Sedgwick

#### District Administration

Dr. Clint Harwick  
**Superintendent**

Terry Stanfill  
**Assistant Superintendent, Human Resources**

Geri Partida  
**Assistant Superintendent, Business**

Dr. Kathy Dick  
**Assistant Superintendent, Educational Services**

Tammy Blakely  
**Assistant to the Superintendent/Director, Pupil Services**

Laura Ott  
**Director, Secondary Education**

Terry Petersen  
**Director, Elementary Education**

Diane Lohrman  
**Director, Special Education/SELPA**

### School Description

Silverado High School embraces the motto Everybody Is Somebody. For the past 38 years, we have supported students who come to us needing a chance to start over or catch up with their coursework. We take the time to recognize the individual worth and needs of each student who enters our program. We are also the only continuation school in California to offer a Partnership Academy, a grant-funded program for students to explore career opportunities in health, graphics, and communications. In collaboration with adult education, Silverado also offers one of the most comprehensive arrays of technology training in our district. Students can earn certifications in Microsoft Office Specialist and A+, a programming language. Regional Occupational Programs and community colleges offer many other opportunities for career training. During the 2011-2012 school year, we transitioned to a trimester grading calendar and five 55-minute academic periods per day. This provides students with a better opportunity to master difficult subjects while still having the opportunity to earn a higher number of graduation credits per year than at a comprehensive high school. During the 2013-2014 school year, we worked hard to prepare for full implementation of the CCSS and focusing on academic vocabulary and non-fiction writing across the curriculum.

David Gordon, PRINCIPAL

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (949) 586-8800.

| 2013-14 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Gr. 10                                    | 4                  |
| Gr. 11                                    | 60                 |
| Gr. 12                                    | 136                |
| <b>Total</b>                              | <b>200</b>         |

| 2013-14 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 1.0                         |
| American Indian or Alaska Native    | 1.5                         |
| Asian                               | 1.0                         |
| Filipino                            | 0.5                         |
| Hispanic or Latino                  | 64.5                        |
| Native Hawaiian/Pacific Islander    | 0.5                         |
| White                               | 29.0                        |
| Two or More Races                   | 2.0                         |
| Socioeconomically Disadvantaged     | 64.5                        |
| English Learners                    | 23.0                        |
| Students with Disabilities          | 6.0                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials                         |       |       |       |
|---|-------|-------|-------|
| Silverado High School                       | 12-13 | 13-14 | 14-15 |
| Fully Credentialed                          |       | 18    | 17    |
| Without Full Credential                     |       | 0     | 0     |
| Teaching Outside Subject Area of Competence |       | 0     | 0     |
| Saddleback Valley Unified School District   | 12-13 | 13-14 | 14-15 |
| Fully Credentialed                          | ♦     | ♦     |       |
| Without Full Credential                     | ♦     | ♦     |       |
| Teaching Outside Subject Area of Competence | ♦     | ♦     |       |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Silverado High School  | 12-13 | 13-14 | 14-15 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 0     |

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

| 2013-14 Percent of Classes In Core Academic Subjects<br>Core Academic Classes Taught by Highly Qualified Teachers |                                     |   |
|---|-------------------------------------|---|
| Location of Classes   | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School   | 100.00                              | 0.00                                    |
| Districtwide  |                                     |   |
| All Schools   | 100.00                              | 0.00                                    |
| High-Poverty Schools  | 100.00                              | 0.00                                    |
| Low-Poverty Schools   | 100.00                              | 0.00                                    |

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects. This report also shows whether sufficient laboratory science equipment applicable to science laboratory courses is available to all students at our school.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: November 2014**

| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption |
|---|--|
| <b>Reading/Language Arts</b>                                    | American Literature                                    |
| The textbooks listed are from most recent adoption:      Yes    | Adopted 2009   |
| Percent of students lacking their own assigned textbook:      0 | American Literature                                    |
|   | Adopted 2009   |
|   | Basic English Composition                              |
|   | Adopted 2007   |
|   | British Literature                                     |
|   | Adopted 2009   |
|   | British Literature                                     |
|   | Adopted 2009   |
|   | Daybooks of Critical Reading                           |
|   | Adopted 2000   |
|   | Edge Fundamentals                                      |
|   | Adopted 2009   |
|   | Exploring Literature                                   |
|   | Adopted 2007   |
|   | High Point (Hampton Brown)                             |
|   | Adopted 2004   |
|   | Holt 2000 Literature Anthology                         |
|   | Adopted 1999   |
|   | Inside the USA   |
|   | Adopted 2009   |
|   | Prentice Hall Literature                               |
|   | Adopted 2007   |
|   | Reader's Choice - British Literature                   |
|   | Adopted 2000   |
|   | Scholastic Read 180                                    |
|   | Adopted 2003   |
|   | World Literature                                       |
|   | Adopted 2007   |
|   | Write Source: Writing, Thinking and Learning           |
|   | Adopted 2007   |
|   | Writer's Choice Grammar                                |
|   | Adopted 2000   |
|   | Writer's Inc: School to Work                           |
|   | Adopted 2000   |

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: November 2014**

| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption  |
|--|---|
|  | Writing and Grammar<br>Adopted 2007   |
| <p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p> | <p>Mathematics Connections<br/>Adopted 2000</p> <p>Pre-Algebra<br/>Adopted 2000</p> <p>Algebra 1<br/>Adopted 2005</p> <p>Algebra 2<br/>Adopted 2000</p> <p>Algebra 2<br/>Adopted 1997</p> <p>Geometry<br/>Adopted 2006</p> <p>Pre-Calculus (Cohen)<br/>Adopted 2000</p> <p>Pre-Calculus (Stewart)<br/>Adopted 2000</p>  |
| <p><b>Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>     | <p>Biology<br/>Adopted 2004</p> <p>Biology<br/>Adopted 2004</p> <p>Biology<br/>Adopted 2004</p> <p>Biology, Exploring Life<br/>Adopted 2004</p> <p>Exploring Life Science<br/>Adopted 1996</p> <p>Life Science<br/>Adopted 2004</p> <p>Addison Wesley Chemistry<br/>Adopted 2001</p> <p>Chemistry<br/>Adopted 2009</p> <p>Chemistry: Concepts and Applications<br/>Adopted 2005</p> <p>Chemistry: Matter and Change S<br/>Adopted 2009</p> <p>Modern Chemistry S<br/>Adopted 2009</p> |

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: November 2014**

| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption   |
|---|--|
|   | <p>Earth Science S<br/>Adopted 2000</p> <p>Exploring Earth Science<br/>Adopted 1998</p> <p>Exploring Physical Science<br/>Adopted 1998</p> <p>Physical Science<br/>Adopted 2007</p> <p>Physical Science<br/>Adopted 1998</p> <p>Physical Science with Earth Science<br/>Adopted 2007</p> <p>Reading Essentials for Biology<br/>Adopted 2007</p> <p>Holt Physics<br/>Adopted 2004</p>   |
| <p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p> | <p>Geography - The World and Its People<br/>Adopted 2000</p> <p>World Geography and You<br/>Adopted 2000</p> <p>World Geography Building a Global Perspective<br/>Adopted 2000</p> <p>Economics: Principles and Practices<br/>Adopted 2005</p> <p>Economics: Today and Tomorrow<br/>Adopted 2005</p> <p>American Anthem Modern American History<br/>Adopted 2007</p> <p>World History<br/>Adopted 2009</p> <p>World History: the Modern World<br/>Adopted 2009</p> <p>Civics in Practice: Principles of Government &amp; Econ.<br/>Adopted 2008</p> <p>US Government: Democracy in Action<br/>Adopted 2008</p> <p>Government in America: People, Politics, &amp; Policy<br/>Adopted 2008</p> |

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

Silverado was built in 1975. We have added three new buildings in recent years. During the 2006–2007 school year we constructed a new building that provides a central office for our Adult Education program, Mira Monte High School (independent study), and three additional classrooms. We completed our modernization during the summer of 2009, including remodeling the front office and several classrooms throughout the school. During the 2011-2012 school year, Silverado built a basketball court on campus and converted a surplus building into a fitness center. Our site is well maintained, with attractive grounds, modern facilities, and state-of-the-art technology.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10-15-14

| System Inspected   | Repair Status    |             |             | Repair Needed and Action Taken or Planned   |
|--|------------------|-------------|-------------|---|
|  | Good             | Fair        | Poor        |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | [X]              | [ ]         | [ ]         |   |
| <b>Interior:</b><br>Interior Surfaces                                      | [X]              | [ ]         | [ ]         | Hole in wall, to be repaired by maint.<br>Stained/broken ceiling tile, to be replaced by custodian.   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | [X]              | [ ]         | [ ]         |   |
| <b>Electrical:</b><br>Electrical   | [X]              | [ ]         | [ ]         | Burnt out light bulb and missing light covers, to be replaced by custodian.<br>Exposed low voltage wiring, to be repaired by electrician.   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | [X]              | [ ]         | [ ]         | Loose faucet, to be repaired by plumber   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | [X]              | [ ]         | [ ]         |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | [X]              | [ ]         | [ ]         |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | [X]              | [ ]         | [ ]         |   |
| <b>Overall Rating</b>  | <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation. |
|  | [X]              | [ ]         | [ ]         |   |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |       |          |       |       |       |       |       |
|---------|--|-------|-------|----------|-------|-------|-------|-------|-------|
|         | School   |       |       | District |       |       | State |       |       |
|         | 11-12  | 12-13 | 13-14 | 11-12    | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science | 22   | 14    | 9     | 79       | 81    | 81    | 60    | 59    | 60    |

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### STAR Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |       |          |       |       |       |       |       |
|---------|--|-------|-------|----------|-------|-------|-------|-------|-------|
|         | School   |       |       | District |       |       | State |       |       |
|         | 10-11  | 11-12 | 12-13 | 10-11    | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| ELA     | 10   | 19    | 15    | 71       | 74    | 71    | 54    | 56    | 55    |
| Math    | 4  | 6     | 7     | 65       | 65    | 65    | 49    | 50    | 50    |
| HSS     | 13   | 20    | 22    | 69       | 71    | 71    | 48    | 49    | 49    |

\* STAR Program was last administered in 2012-13. 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.

#### Academic Performance Index Ranks - Three-Year Comparison

| API Rank        | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide       | B       | B       | B       |
| Similar Schools | B       | B       | B       |

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### 2013-14 CAASPP Results by Student Group

| Group   | Percent of Students Scoring at Proficient or Advanced |  |
|---|---|--|
|   | Science (grades 5, 8, and 10)                         |  |
| All Students in the LEA                       | 81  |  |
| All Student at the School                     | 9   |  |
| Male  | 12  |  |
| Female  | 6   |  |
| Black or African American                     |   |  |
| American Indian or Alaska Native              |   |  |
| Asian   |   |  |
| Filipino                                      |   |  |
| Hispanic or Latino                            | 5   |  |
| Native Hawaiian/Pacific Islander              |   |  |
| White   | 15  |  |
| Two or More Races                             |   |  |
| Socioeconomically Disadvantaged               | 10  |  |
| English Learners                              |   |  |
| Students with Disabilities                    |   |  |
| Students Receiving Migrant Education Services |   |  |

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### API Growth by Student Group – Three-Year Comparison

| Group                            | Actual API Change |       |       |
|----------------------------------|-------------------|-------|-------|
|                                  | 10-11             | 11-12 | 12-13 |
| All Students at the School       | 64                | -4    | -27   |
| Black or African American        |                   |       |       |
| American Indian or Alaska Native |                   |       |       |
| Asian                            |                   |       |       |
| Filipino                         |                   |       |       |
| Hispanic or Latino               |                   |       |       |
| Native Hawaiian/Pacific Islander |                   |       |       |
| White                            |                   |       |       |
| Two or More Races                |                   |       |       |
| Socioeconomically Disadvantaged  |                   |       |       |
| English Learners                 |                   |       |       |
| Students with Disabilities       |                   |       |       |

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement

We introduce parents to our program through our orientation for new students, which we hold every five weeks. We encourage parents to keep in contact with the school through our Web site at [www.silveradohighschool.com](http://www.silveradohighschool.com). We have parent representation on our School Site Council and invite parents to participate in our student activities, such as dances, the prom, and graduation night at Disneyland. Parents also volunteer as classroom speakers and mentors in our Partnership Academy program. Parents should contact the principal or office manager at (949) 586-8800 to become more involved in our school.

### State Priority: School Climate

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

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

### School Safety Plan

Silverado has two campus supervisors who continually monitor the campus. The entire staff monitors the school grounds during passing periods and break. We have a closed campus and require all visitors to register in the office. We hold quarterly fire drills and biannual earthquake and disaster drills. We annually review our safety plan with staff and our School Site Council. We adjust the plan to include structural modifications to the facility as well as staffing and technological changes.

| Suspensions and Expulsions |       |       |       |
|----------------------------|-------|-------|-------|
| School                     | 11-12 | 12-13 | 13-14 |
| Suspensions Rate           | 20.5  | 14.8  | 14.1  |
| Expulsions Rate            | 1.5   | 0.0   | 1.3   |
| District                   | 11-12 | 12-13 | 13-14 |
| Suspensions Rate           | 3.3   | 2.9   | 1.9   |
| Expulsions Rate            | 0.1   | 0.1   | 0.2   |
| State                      | 11-12 | 12-13 | 13-14 |
| Suspensions Rate           | 5.7   | 5.1   | 4.4   |
| Expulsions Rate            | 0.1   | 0.1   | 0.1   |

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

| 2013-14 Adequate Yearly Progress Overall and by Criteria |        |          |
|--|--------|----------|
| AYP Criteria   | School | District |
| Made AYP Overall   | No     |          |
| Met Participation Rate: English-Language Arts            | Yes    |          |
| Met Participation Rate: Mathematics                      | Yes    |          |
| Met Percent Proficient: English-Language Arts            | No     |          |
| Met Percent Proficient: Mathematics                      | Yes    |          |
| Met API Criteria   | Yes    |          |

| 2014-15 Federal Intervention Program                |        |           |
|---|--------|-----------|
| Indicator   | School | District  |
| Program Improvement Status                          |        | In PI     |
| First Year of Program Improvement                   |        | 2013-2014 |
| Year in Program Improvement                         |        | Year 1    |
| Number of Schools Currently in Program Improvement  |        | 7         |
| Percent of Schools Currently in Program Improvement |        | 87.5      |

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

| Academic Counselors and Other Support Staff at this School |     |
|--|-----|
| Number of Full-Time Equivalent (FTE)                       |     |
| Academic Counselor   | 1   |
| Counselor (Social/Behavioral or Career Development)        | 0   |
| Library Media Teacher (Librarian)                          | 0   |
| Library Media Services Staff (Paraprofessional)            | 1   |
| Psychologist   | 1   |
| Social Worker  | 0   |
| Nurse  | 0   |
| Speech/Language/Hearing Specialist                         | 0   |
| Resource Specialist  | 0   |
| Other  | 10  |
| Average Number of Students per Staff Member                |     |
| Academic Counselor   | 250 |

\* 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.

| Average Class Size and Class Size Distribution |      |    |    |                       |    |    |       |    |    |     |    |    |
|--|------|----|----|-----------------------|----|----|-------|----|----|-----|----|----|
| Average Class Size                             |      |    |    | Number of Classrooms* |    |    |       |    |    |     |    |    |
|  |      |    |    | 1-20                  |    |    | 21-32 |    |    | 33+ |    |    |
| Grade  | 12   | 13 | 14 | 12                    | 13 | 14 | 12    | 13 | 14 | 12  | 13 | 14 |
| English  | 20   | 13 | 10 | 13                    | 18 | 22 | 7     | 6  |    | 0   |    |    |
| Math   | 19.2 | 16 | 14 | 5                     | 9  | 7  | 5     |    |    | 0   |    |    |
| Science  | 18.1 | 9  | 8  | 11                    | 20 | 16 | 2     |    |    | 0   |    |    |
| SS   | 18.2 | 12 | 12 | 12                    | 18 | 19 | 4     | 4  |    | 0   |    |    |

\* 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.

| FY 2012-13 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$30,000        | \$41,761                                     |
| Mid-Range Teacher Salary                       | \$69,313        | \$66,895                                     |
| Highest Teacher Salary                         | \$93,743        | \$86,565                                     |
| Average Principal Salary (ES)                  | \$112,050       | \$108,011                                    |
| Average Principal Salary (MS)                  | \$118,747       | \$113,058                                    |
| Average Principal Salary (HS)                  | \$127,831       | \$123,217                                    |
| Superintendent Salary                          | \$274,263       | \$227,183                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 45              | 38   |
| Administrative Salaries                        | 5               | 5  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

| FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | \$8,404                | \$375      | \$8,029      | \$93,476               |
| District   | ♦                      | ♦          | \$4,644      | \$77,428               |
| State  | ♦                      | ♦          | \$4,690      | \$70,720               |
| Percent Difference: School Site/District                           |                        |            | 33%          | 20%                    |
| Percent Difference: School Site/ State                             |                        |            | 25%          | 0%                     |

### Types of Services Funded at Silverado High School

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests
- (c) an API of at least 740 or growth of at least one point
- (d) the graduation rate for the graduating class must meet or exceed 90 percent (or satisfy alternate improvement criteria).

### Professional Development provided for Teachers at Silverado High School

Every week staff meets to discuss school issues and work on areas of established need, including technology skills, curriculum development, and classroom organization and discipline. We send staff to workshops and conferences in specific areas of interest. For the 2013–2014 school year, we focused on preparing students to pass the CAHSEE, and improving reading and math scores increasing academic vocabulary and non-fiction writing skills across the curriculum. Additionally, Partnership Academy funding allows a team of teachers to work collaboratively during the summer on planning and curriculum development. Several teachers participated in the district SAILL program, a shared leadership program which focuses on student achievement through data analysis.

**2013-14 California High School Exit Examination Grade Ten Results by Student Group**

| Group   | English-Language Arts |            |          | Mathematics    |            |          |
|---|-----------------------|------------|----------|----------------|------------|----------|
|   | Not Proficient        | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA                       | 29                    | 27         | 44       | 23             | 41         | 35       |
| All Students at the School                    | 95                    | 5          |          | 85             | 15         |          |
| Male  |                       |            |          |                |            |          |
| Female  |                       |            |          |                |            |          |
| Black or African American                     |                       |            |          |                |            |          |
| American Indian or Alaska Native              |                       |            |          |                |            |          |
| Asian   |                       |            |          |                |            |          |
| Filipino                                      |                       |            |          |                |            |          |
| Hispanic or Latino                            | 100                   |            |          | 91             | 9          |          |
| Native Hawaiian/Pacific Islander              |                       |            |          |                |            |          |
| White   |                       |            |          |                |            |          |
| Two or More Races                             |                       |            |          |                |            |          |
| Socioeconomically Disadvantaged               | 100                   |            |          |                |            |          |
| English Learners                              |                       |            |          |                |            |          |
| Students with Disabilities                    |                       |            |          |                |            |          |
| Students Receiving Migrant Education Services |                       |            |          |                |            |          |

\* 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.

**CAHSEE Results for All Students - Three-Year Comparison  
Percent of Students Scoring at Proficient or Advanced**

| Silverado High School            | 2011-12 | 2012-13 | 2013-14 |
|----------------------------------|---------|---------|---------|
| English-Language Arts            | 15      | 24      | 5       |
| Mathematics                      | 15      | 18      | 15      |
| Saddleback Valley Unified School | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts            | 73      | 75      | 56      |
| Mathematics                      | 73      | 75      | 61      |
| California                       | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts            | 56      | 57      | 56      |
| Mathematics                      | 58      | 60      | 62      |

\* 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.

| Completion of High School Graduation Requirements |                          |          |       |
|---|--------------------------|----------|-------|
| Group   | Graduating Class of 2013 |          |       |
|   | School                   | District | State |
| All Students                                      | 59.43                    | 90.80    | 84.56 |
| Black or African American                         | 71.43                    | 92.16    | 75.90 |
| American Indian or Alaska Native                  | 0.00                     | 80.00    | 77.82 |
| Asian   | 75.00                    | 95.83    | 92.94 |
| Filipino  | 100.00                   | 91.40    | 92.20 |
| Hispanic or Latino                                | 58.42                    | 86.24    | 80.83 |
| Native Hawaiian/Pacific Islander                  | 33.33                    | 75.00    | 84.06 |
| White   | 58.62                    | 92.14    | 90.15 |
| Two or More Races                                 | 100.00                   | 94.55    | 89.03 |
| Socioeconomically Disadvantaged                   | 62.79                    | 85.69    | 82.58 |
| English Learners                                  | 48.57                    | 60.00    | 53.68 |
| Students with Disabilities                        | 100.00                   | 50.59    | 60.31 |

| Dropout Rate and Graduation Rate        |                |                |                |
|---|----------------|----------------|----------------|
| <b>Silverado High School</b>            | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> |
| Dropout Rate (1-year)                   | 3.4            | 2.4            | 2.4            |
| Graduation Rate                         | 94.74          | 95.35          | 95.33          |
| <b>Saddleback Valley Unified School</b> | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> |
| Dropout Rate (1-year)                   | 3.4            | 2.4            | 2.4            |
| Graduation Rate                         | 94.74          | 95.35          | 95.33          |
| <b>California</b>                       | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> |
| Dropout Rate (1-year)                   | 14.7           | 13.1           | 11.4           |
| Graduation Rate                         | 77.14          | 78.87          | 80.44          |

| Career Technical Education Participation   |                           |
|--|---------------------------|
| Measure  | CTE Program Participation |
| Number of pupils participating in CTE  | 219                       |
| % of pupils completing a CTE program and earning a high school diploma                                   | 0%                        |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0%                        |

### Career Technical Education Programs

Our Partnership Academy is a school-to-career program that provides training and exploration in several areas: health occupations, communications, law, and graphics. This program offers job shadowing and business mentors for participants, and it provides a strong link between academic preparation in the classroom and developing necessary job skills. Many of our students enroll in classes through the Regional Occupational Program and adult education programs. Counselors talk to classes about career exploration and provide informational field trips for students as well as workshops for staff that acquaint them with careers. A WIA representative met with students on a weekly basis and helped students obtain paid internships through the WIA program. In 2011-2012 we introduced an orientation course for all students who are new to Silverado High School. This orientation course has a school-to-careers component which includes a student inventory of skills needed for a particular career. With the skills inventory, students are able to chart a course to their chosen career. This course may include college or technical training.

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 112 students in career technical education courses.

CTE courses are offered through the Adult Education program and ROP program. Adding CTE courses to the Silverado course offerings remains a priority. You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site.

| 2013-14 Advanced Placement Courses |                               |                                   |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject                            | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science                   |                               | ♦                                 |
| English                            |                               | ♦                                 |
| Fine and Performing Arts           |                               | ♦                                 |
| Foreign Language                   |                               | ♦                                 |
| Mathematics                        |                               | ♦                                 |
| Science                            |                               | ♦                                 |
| Social Science                     |                               | ♦                                 |
| All courses                        |                               |                                   |

\* Where there are student course enrollments.

| Courses for University of California (UC) and/or California State University (CSU) Admission |         |
|--|---------|
| UC/CSU Course Measure  | Percent |
| 2013-14 Enrollment in Courses Required for UC/CSU Admission                                  | 15.23   |
| 2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission                    | 0.00    |