

# Silverado High School

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

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Saddleback Valley Unified School District

25631 Peter A. Hartman Way  
Mission Viejo CA, 92691  
(949) 586-1234  
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#### District Governing Board

Suzie Swartz  
Ginny Faye Aitkens  
Dolores Winchell  
Dennis Walsh  
Amanda Morrell

#### District Administration

Dr. Clint Harwick  
**Superintendent**  
Dr. Terry Stanfill  
**Assistant Superintendent, Human Resources**  
Geri Partida  
**Assistant Superintendent, Business**  
Laura Ott  
**Assistant Superintendent, Educational Services**  
Tammy Blakely  
**Assistant to the Superintendent/Director, Pupil Services**  
Dr. Rocky Murray  
**Director, Secondary Education**  
Dr. Terry Petersen  
**Director, Elementary Education**  
Dr. Diane Lohrman  
**Director, Special Education/SELPA**

### School Description

Silverado High School embraces the motto Everybody Is Somebody. For the past 39 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. Silverado High School continues to focus on bringing new opportunities for success to our students. The 2014-2015 school year saw the implementation of Edgenuity virtual learning. These online course offerings provide yet another opportunity for students to earn credits.

David Gordon, PRINCIPAL

## About the SARC

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	9
Grade 11	53
Grade 12	143
<b>Total Enrollment</b>	<b>205</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.5
Asian	1.5
Filipino	1.5
Hispanic or Latino	60
White	30.7
Two or More Races	3.9
Socioeconomically Disadvantaged	51.7
English Learners	18
Students with Disabilities	2.9
Foster Youth	0.5

## 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	13-14	14-15	15-16
<b>With Full Credential</b>	18	17	15
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Saddleback Valley Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	1195
<b>Without Full Credential</b>	♦	♦	3
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Silverado High School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	100.0	0.0
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	100.0	0.0

\* 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 2015-16)**

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: October 2015**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	American Literature Adopted 2009
	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: October 2015**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Writing and Grammar                      Adopted 2007</p> <p><b>The textbooks listed are from most recent adoption:</b>      Yes  <b>Percent of students lacking their own assigned textbook:</b>      0</p>
<b>Mathematics</b>	<p>Mathematics Connections                      Adopted 2000</p> <p>Pre-Algebra                      Adopted 2000</p> <p>Algebra 1                      Adopted 2015</p> <p>Algebra 2                      Adopted 2000</p> <p>Algebra 2                      Adopted 1997</p> <p>Geometry                      Adopted 2015</p> <p>Pre-Calculus (Cohen)                      Adopted 2000</p> <p>Pre-Calculus (Stewart)                      Adopted 2000</p> <p><b>The textbooks listed are from most recent adoption:</b>      Yes  <b>Percent of students lacking their own assigned textbook:</b>      0</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: October 2015**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Biology Adopted 2004
	Biology Adopted 2004
	Biology Adopted 2004
	Biology, Exploring Life Adopted 2004
	Exploring Life Science Adopted 1996
	Life Science Adopted 2004
	Addison Wesley Chemistry Adopted 2001
	Chemistry Adopted 2009
	Chemistry: Concepts and Applications Adopted 2005
	Chemistry: Matter and Change S Adopted 2009
	Modern Chemistry S Adopted 2009
	Earth Science S Adopted 2000
	Exploring Earth Science Adopted 1998
	Exploring Physical Science Adopted 1998
	Physical Science Adopted 2007
	Physical Science Adopted 1998
	Physical Science with Earth Science Adopted 2007
	Reading Essentials for Biology Adopted 2007
	Holt Physics Adopted 2004
	<b>The textbooks listed are from most recent adoption:</b> Yes
<b>Percent of students lacking their own assigned textbook:</b> 0	

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: October 2015**

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

**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: 11-10-15**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Stained/broken ceiling tile, to be replaced by custodian.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 11-10-15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				Burnt out light bulb to be replaced by custodian. Missing light lens, to be replaced by electrician. Exposed low voltage wiring, to be repaired by electrician.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

\* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	16	61	44
Math	0	47	33

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

CAASPP 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	14	8	46	81	80	79	59	60	56

\* Results are for 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.

2014-15 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	79
All Student at the School	46
Male	56
Female	18
Black or African American	--
American Indian or Alaska Native	--
Hispanic or Latino	30
White	73
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	29
Foster Youth	--

\* 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	117	111	94.9	47	32	16	0
Male	11	117	63	53.8	51	33	10	0
Female	11	117	48	41.0	42	29	25	0
Black or African American	11	117	1	0.9	--	--	--	--
Asian	11	117	3	2.6	--	--	--	--
Filipino	11	117	1	0.9	--	--	--	--
Hispanic or Latino	11	117	71	60.7	52	34	10	0
White	11	117	34	29.1	38	32	26	0
Two or More Races	11	117	1	0.9	--	--	--	--
Socioeconomically Disadvantaged	11	117	63	53.8	52	37	6	0
Students with Disabilities	11	117	7	6.0	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	117	108	92.3	86	10	0	0
Male	11	117	61	52.1	82	13	0	0
Female	11	117	47	40.2	91	6	0	0
Black or African American	11	117	1	0.9	--	--	--	--
Asian	11	117	3	2.6	--	--	--	--
Filipino	11	117	1	0.9	--	--	--	--
Hispanic or Latino	11	117	70	59.8	90	9	0	0
White	11	117	32	27.4	78	13	0	0
Two or More Races	11	117	1	0.9	--	--	--	--
Socioeconomically Disadvantaged	11	117	60	51.3	90	8	0	0
Students with Disabilities	11	117	7	6.0	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--



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 students that did not receive a score; 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 students with scores.

## 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, 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	2012-13	2013-14	2014-15
Suspensions Rate	14.76	14.10	7.29
Expulsions Rate	0.00	1.31	1.04
District	2012-13	2013-14	2014-15
Suspensions Rate	2.89	1.89	1.70
Expulsions Rate	0.11	0.18	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

## 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 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		6
Percent of Schools Currently in Program Improvement		66.7

**Average Class Size and Class Size Distribution (Secondary)**

Average Class Size			Number of Classrooms*									
			1-22			23-32			33+			
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	13	10	9	18	22	26	6					
Math	16	14	7	9	7	16						
Science	9	8	6	20	16	29						
SS	12	12	9	18	19	26	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.

**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)	.75
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
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.

**Professional Development provided for Teachers**

Every week staff members meet 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.

**FY 2013-14 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$43,165
Mid-Range Teacher Salary	\$70,870	\$68,574
Highest Teacher Salary	\$95,849	\$89,146
Average Principal Salary (ES)	\$111,534	\$111,129
Average Principal Salary (MS)	\$120,491	\$116,569
Average Principal Salary (HS)	\$128,082	\$127,448
Superintendent Salary	\$279,692	\$234,382
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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9765.50	366.48	\$8,029	\$93,476
District	♦	♦	9399.02	\$78,959
State	♦	♦	\$5,348	\$72,971
<b>Percent Difference: School Site/District</b>			-14.6	20.7
<b>Percent Difference: School Site/ State</b>			71.2	32.2

\* Cells with ♦ do not require data.

**Types of Services Funded**

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

- \* Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
- \* Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
- \* Provide appropriate, current instructional materials.
- \* Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
- \* Support continued implementation of strategies for Designated and Integrated ELD.
- \* Expand intervention programs for at-risk students to prepare them for "a-g" courses.
- \* Expand Advancement Via Individual Determination (AVID).
- \* Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
- \* Expand Counseling Services.
- \* Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

#### 2014-15 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	26	26	48	25	43	32
All Students at the School	63	30	7	76	20	4
Male	58	36	6	69	26	6
Hispanic or Latino	71	21	7	90	7	3
White	42	50	8	46	46	8
Socioeconomically Disadvantaged	76	18	6	89	11	

\* 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	2012-13	2013-14	2014-15
English-Language Arts	24	5	37
Mathematics	18	15	24
Saddleback Valley Unified School	2012-13	2013-14	2014-15
English-Language Arts	75	56	61
Mathematics	75	61	62
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

#### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	237
% 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%

#### Completion of High School Graduation Requirements

Group	Graduating Class of 2014		
	School	District	State
All Students	61.76	90.58	84.6
Black or African American		82.46	76
American Indian or Alaska Native	66.67	72.22	78.07
Asian	200	95.56	92.62
Filipino		100	96.49
Hispanic or Latino	57.3	86.55	81.28
Native Hawaiian/Pacific Islander	100	87.5	83.58
White	68.42	92.33	89.93
Two or More Races	66.67	88.62	82.8
Socioeconomically Disadvantaged	50	51.58	61.28
English Learners	28.57	64.14	50.76
Students with Disabilities	52.38	82.25	81.36
Foster Youth	--	--	--

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

Silverado High School	2011-12	2012-13	2013-14
Dropout Rate	2.40	2.40	2.50
Graduation Rate	95.35	95.33	94.70
Saddleback Valley Unified School	2011-12	2012-13	2013-14
Dropout Rate	2.40	2.40	2.50
Graduation Rate	95.35	95.33	94.70
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	48.04
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2014-15 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.

### 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. 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. During the 2014/2015 school year we took this basic career exploration and beefed it up. We began a program we refer to as 5,5,5. Five hours, five days, five possible career choices. Students review career options and education/training needed for these careers and create a plan to get the education/training needed to be able to enter the career of choice. 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. Over 200 Silverado students last year participated in career technical education courses either at Silverado or their home school. CTE courses are offered through the ROP program. CTE courses on the Silverado high school campus include graphics, game design, video production and art design. Recently, online courses offered through Edgenuity became available for Silverado students and expand the CTE course offerings. 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.

### DataQuest

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

### Internet Access

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