

Silverado High School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Saddleback Valley Unified School District

25631 Peter A. Hartman Way
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School Description

Silverado High School embraces the motto "Everybody Is Somebody". For the past 40 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 needs of each student who enters our program. We are now extending our special brand of education to include 9th and 10th grade students as we expand our continuation high school program. In collaboration with high school credit recovery night school, Silverado also offers one of the most comprehensive arrays of technology training in our district. Students can earn graduation credits through a variety of diverse programs. During the 2011-2012 school year, we transitioned to a trimester grading calendar and we now have six 55-minute academic periods per day. High School Credit Recovery Nigh School opportunities provide another avenue for students to earn graduation credit. Regional Occupational Programs and community colleges offer many other opportunities for career training. 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 Common Core State Standards (CCSS) and focusing on academic vocabulary and non-fiction writing across the curriculum. The 2018/2019 school year finds Silverado High School implementing the first phase of Next Generation Science Standards, NGSS. 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. During the 2016/2017 school year we focused on performance task and alternative assessments that allow students to demonstrate how they can utilize what they have learned. Project based learning allows students another way to show they have mastered material.

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 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, 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	15
Grade 10	18
Grade 11	65
Grade 12	140
Total Enrollment	238

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.4
Asian	0.4
Filipino	2.1
Hispanic or Latino	65.1
Native Hawaiian or Pacific Islander	0.0
White	24.4
Socioeconomically Disadvantaged	71.4
English Learners	24.8
Students with Disabilities	8.8
Foster Youth	0.8

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

Teacher Credentials			
Silverado High School	16-17	17-18	18-19
With Full Credential	15	15	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	1,157
Without Full Credential	◆	◆	4
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Silverado High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	American Literature Adopted 2009 American Literature Adopted 2009 British Literature Adopted 2009 British Literature Adopted 2009 Daybooks of Critical Reading Adopted 2000 High Point (Hampton Brown) Adopted 2004 Holt 2000 Literature Anthology Adopted 1999 Reader's Choice - British Literature Adopted 2000 Scholastic Read 180 Adopted 2018 Writer's Choice Grammar Adopted 2000 Writer's Inc: School to Work Adopted 2000 Study Sync Adopted 2016 English 3D Adopted 2016 A World of Ideas Adopted 2016 The Language of Composition Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Mathematics Connections Adopted 2000 Pre-Algebra Adopted 2000

Textbooks and Instructional Materials
Year and month in which data were collected: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Algebra 1 Adopted 2015 Algebra 2: A Common Core Curriculum Adopted 2018 Geometry Adopted 2015 Pre-Calculus (Cohen) Adopted 2000 Pre-Calculus (Stewart) Adopted 2000 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
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

Textbooks and Instructional Materials
Year and month in which data were collected: October 2018

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

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

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. Silverado high school is well maintained, with attractive grounds, modern facilities, and state-of-the-art technology. A solar power project converted our parking lot into an energy source. Our solar panels produce more energy than we consume. The structure supporting the solar panels also provides a lighting system that keeps the parking lot very well lit at night.

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: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Stained ceiling tiles, to be replaced by plant foreman. damaged carpet, to be replaced by contractor
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	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.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	25.0	7.0	64.0	65.0	48.0	50.0
Math	5.0	0.0	51.0	52.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	5.9	35.3	35.3

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99	69	69.70	7.25
Male	65	49	75.38	6.12
Female	34	20	58.82	10.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	69	48	69.57	6.25
White	21	17	80.95	11.76
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	74	50	67.57	8.00
English Learners	32	21	65.63	0.00
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	104	64	61.54	0
Male	69	46	66.67	0
Female	35	18	51.43	0
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	72	47	65.28	0
White	22	14	63.64	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	46	60.53	0
English Learners	32	19	59.38	0
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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. 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 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 State priority: School Climate (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 school safety plan with staff and our School Site Council. The campus has a comprehensive security camera system that covers virtually the entire campus. We adjust the plan to include structural modifications to the facility as well as staffing and technological changes.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	10.5	10.9	13.1
Expulsions Rate	1.2	2.2	1.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.8	1.8	1.9
Expulsions Rate	0.1	0.2	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	.5
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	300

* 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 (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	9.0	8.0	7.0	30	29	39						
Mathematics	6.0	10.0	7.0	16	7	27						
Science	6.0	6.0	6.0	26	28	31						
Social Science	8.0	8.0	11.0	26	27	22			1			

* 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.

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. 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 School Accountability for Instruction, Learning and Leadership (SAILL) program, a shared leadership program which focuses on student achievement through data analysis. We have added professional development days to the teachers' work calendar. Silverado has a rotational meeting schedule that includes professional development every three weeks. Staff has input as to what topics are presented during professional development opportunities. Our Academic Coach provides one on one coaching, PLC work and professional development on an ongoing basis.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$47,903
Mid-Range Teacher Salary	\$76,027	\$74,481
Highest Teacher Salary	\$102,824	\$98,269
Average Principal Salary (ES)	\$127,800	\$123,495
Average Principal Salary (MS)	\$133,873	\$129,482
Average Principal Salary (HS)	\$154,800	\$142,414
Superintendent Salary	\$270,000	\$271,429
Percent of District Budget		
Teacher Salaries	38.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	12331.51	244.19	12087.32	123725.97
District	♦	♦	12087.32	\$83,025
State	♦	♦	\$7,125	\$80,764
Percent Difference: School Site/District			0.0	39.4
Percent Difference: School Site/ State			51.7	42.0

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Silverado High School	2014-15	2015-16	2016-17
Dropout Rate	17.0	13.0	14.1
Graduation Rate	74.5	83.0	70.3
Saddleback Valley Unified School	2014-15	2015-16	2016-17
Dropout Rate	2.5	2.3	2.4
Graduation Rate	95.0	95.7	93.0
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	84
% 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	12%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	74.4
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	78.4	95.4	88.7
Black or African American	66.7	88.2	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	100.0	97.7	94.9
Filipino	0.0	90.4	93.5
Hispanic or Latino	70.5	92.3	86.5
Native Hawaiian/Pacific Islander	0.0	87.5	88.6
White	86.8	97.3	92.1
Two or More Races	87.5	99.3	91.2
Socioeconomically Disadvantaged	68.9	93.9	88.6
English Learners	73.3	62.5	56.7
Students with Disabilities	75.0	72.7	67.1
Foster Youth	0.0	100.0	74.1

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 students about career exploration and provide informational field trips for students as well as workshops for staff that acquaint them with careers. Representatives from many different career fields come to Silverado, present information about the work they do and students plot a course to gain the degrees, certifications, or training they need for that career. 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. 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. CTE courses in digital media arts, business, education, health science, manufacturing, and other fields 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 <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).

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.