



SILVERADO HIGH SCHOOL MID-CYCLE PROGRESS REPORT

**14048 Cobalt Road
Victorville, CA 92392**

Victor Valley Union High School District

March 4th and 5th, 2019

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

Include the following:

- **An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.**

- **An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.**

Note: Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

SCHOOL PROFILE

Community

Silverado High School is located in the city of Victorville, California, in the Southern California geographic area known as the Victor Valley in the High Desert area of San Bernardino County. San Bernardino County is the largest county in the contiguous United States at 20,164 square miles. The High Desert comprises more than 80% of the county's land area. At one time, the Victor Valley Union High School District encompassed the entire San Bernardino County portion of the High Desert from Big Bear to Barstow, Wrightwood to the Los Angeles County line, and everything in between. Silverado High School was established in 1996 as the second comprehensive high school in the remaining Victor Valley Union High School District.

There were several splits in the District from the 1950s to the present, resulting in the current district boundaries that include the cities of Victorville and Adelanto, the communities of Silver Lakes and Helendale, and the unincorporated county areas as far west as El Mirage. The District serves a little over 10,000 students.

During the past two decades, the High Desert region experienced some of the fastest growth in the nation, but this growth rate was damaged deeply by the recession. Prior to the collapse of the housing market, the District worked to pass a five hundred million dollar (\$500,000,000) bond measure to build new facilities. Three sites were built to accommodate the perceived growth needs of the District. One was a separate ninth grade only campus for Silverado High School. The new buildings opened two years after completion as the ECC (Early College Campus). In 2012, a third comprehensive high school, Adelanto High School, opened its doors. This led to a reduction in the number of students attending Silverado High School. In the 2013-2014 school year, the ECC reopened its doors as a parent-choice school for students in grades 7-12 called Cobalt Institute of Math and Science (CIMS). Because of the high school component of this new parent-choice school, some Silverado students dropped and enrolled at CIMS next door. Silverado High School is nearly fifteen hundred students smaller than it once was at the height of its enrollment in 2011.

There are multiple reasons for the change in enrollment: boundary changes with the opening of a new high school within the District (Adelanto High School); the creation of a new school of choice, on property that was once part of Silverado High School (CIMS); and inter-district transfers to neighboring high schools and alternative programs, including charter programs like Options for Youth, Alta Vista, and Mirus Academy, that compete for our students. With recent changes in charter school rules and regulations, many of those students have returned to comprehensive schools including Silverado High School. Consequently, Silverado's enrollment has increased since the last full self-study WASC review three (3) years ago.

Accreditation History

Silverado High School applied for initial accreditation in the fall of 1999 and received the maximum initial term, three years. The entire staff came together for our first full visit in October, 2002, and the site was awarded a six year term with a midterm one (1) day visit. The next full self-study took place during the 2008-09 school year, and the school received another six year term with a midterm one (1) day visit. In October of 2012, the Visiting Team verified a lack of progress made by Silverado High School during their midterm one-day visit. A revisit in one year was the decision of the Accrediting Commission.

The Visiting Team left SHS with ten critical areas for follow up. The first five were the same ones from the 2009 visit. To those five, five more were added. The site was directed to create an Action Plan and submit it prior to January 31, 2013. The assistant principal invited all faculty members to assist in the creation of the Action Plan and a coalition of the willing did so. With a new principal in place in September 2013, the new administration team (along with Focus Group Leaders, re-established Focus Groups, and a WASC Self-Study Chairperson) worked to complete the Progress Report for the re-revisit and the school's accreditation was extended to June 2016. In April, 2016, a Visiting Committee of eight (8) members returned to Silverado High School for a full self-study visit. At that time, a six (6) year term of accreditation was again awarded with a midterm two (2) day visit scheduled for Spring of 2019. Assuming no issues with the midterm two (2) day visit and mid-cycle progress report document, Silverado's accreditation will continue through June 30, 2022.

School Purpose

"Silverado High School is committed to providing a safe learning environment with students and staff working together to reach students' full potential. The dignity and heritage of each person will be affirmed and respected. Our school will promote the development of responsible and successful community members with the capacity for leadership in a democratic society."

Expected Schoolwide Learning Results/Schoolwide Learning Outcomes

Students graduating from Silverado High School will:

Have Effective Communication Skills

- Write with clarity
- Read with comprehension
- Listen actively and efficiently
- Speak articulately and coherently

Access Information Efficiently

- Evaluate sources of information
- Distinguish fact from opinion
- Integrate appropriate technology

Work Independently and Cooperatively

- Value and implement the strength of diversity
- Pursue lifelong personal and academic growth
- Accept personal responsibility for their actions

Know How to Solve Problems

- Use creativity and imagination
- Integrate critical thinking skills
- Make proper connections
- Apply knowledge and skills to life

Support the Community

- Practice good citizenship
- Utilize effective employable skills
- Promote health and safety awareness

The original school Mission Statement was developed collaboratively with all stakeholders in 1999 and revised in 2001, and the ESLRs were developed as part of the 2001 self study. In preparation for the 2016 visit, the staff reviewed the existing ESLRs and Mission Statement. The staff reviewed and recommended changes to the existing Mission Statement. Through a departmental vote, a modified Mission Statement was adopted for the school. In addition, the staff reviewed the Expected Schoolwide Learning Results/Student Learning Outcomes and identified how each of these could be measured.

Status of School

At the time of the full self-study visit three (3) years ago and prior to the state and federal governments eliminating AYP and API, Silverado High School was in Program Improvement Status – Year-5+. As a result of that status, Silverado had previously gone through a restructuring process during the 2012-2013 and 2013-2014 school years. At that time, AYP was not met, and Silverado's 2012 Base API was 678 and the 2013 Growth API was 671, for a negative 7 point growth. This resulted in Silverado not meeting their 2013 API criteria for the 6th consecutive year. Generally speaking, Silverado had experienced peaks and valleys in its API scores during the time that API existed. To that end API peaked in 2011 at 683, and was

lowest in 2010 at 650. Several achievement gaps existed and still exist among the subgroups at Silverado High School. That being said, the new CA Accountability Dashboard shows promising baseline results for Silverado High School as systematic efforts have been made to address chronic absenteeism, reduce suspension and expulsion rates, and increase the trackable college and career readiness factor among students.

Demographic Trends

Enrollment by Grade

Grade	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
9th	579	491	593	612	568	559
10th	559	523	550	603	572	595
11th	571	466	561	569	518	564
12th	839	533	518	547	505	534
Total	2548	2013	2222	2331	2164	2252

Boundary changes created by the opening of Adelanto High School in 2012-13 and the opening of Cobalt Institute of Math and Science (CIMS) in 2013-2014 have resulted in a significantly smaller student body since the peak of enrollment at almost 4000 students in 2011-12. Additionally, changes to charter school law has resulted in an influx of students residing in Silverado's boundaries to return to their comprehensive residence high school. Enrollment overall in the district is increasing, and returned to over 10,000 students last year after a 3 year period of dropping below 10,000 students.

Enrollment by Gender

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Male	1279	1022	1156	1233	1119	1182
Female	1266	991	1066	1098	1045	1070
Total	2548	2013	2222	2331	2164	2252

The student body is almost evenly balanced between male and female students, with slightly more male students than female students.

Enrollment by Ethnicity

Year	American Indian/Alaska Native	Asian	Pacific Islander	Filipino	Hispanic/Latino	African American	White/Non-Hispanic	Multiple/No Response	Total
2013-2014	16	83	34	39	1349	733	294	N/A	2548
2014-2015	12	53	32	27	1133	535	210	11	2013
2015-2016	16	54	30	20	1267	589	229	17	2222
2016-2017	9	40	17	23	1374	603	217	48	2331
2017-2018	7	37	13	14	1340	473	190	90	2164
2018-2019	7	29	17	12	1441	485	157	104	2252

Over the past decade, the student population of Silverado High School has changed. The white population that was a third of the student body is now approximately ten percent. The racial ethnic makeup of the school is primarily Hispanic and Black/African-American. Current data for purposes of this report are a snapshot in time, as enrollment at Silverado High School is an ever-moving target with students both dropping and adding daily. The first Enrollment by Ethnicity chart (above) is reflective of raw numbers of students by ethnicity. The second Enrollment by Ethnicity chart (below) is reflective of percentages of enrollment associated with these raw numbers.

Enrollment by Ethnicity- Percent of Total Enrolled

Year	American Indian/Alaska Native	Asian	Pacific Islander	Filipino	Hispanic/Latino	African American	White/Non-Hispanic	Multiple/No Response	Total
2013-2014	>1%	3%	1%	2%	52%	29%	12%	N/A	100%
2014-2015	>1%	3%	1%	1%	56%	26%	10%	>1%	100%
2015-	<1%	2%	1%	<1%	57%	27%	10%	<1%	100%

2016									
2016-2017	<1%	<2%	<1%	<1%	59%	26%	9%	2%	100%
2017-2018	<1%	<2%	<1%	<1%	62%	22%	7%	4%	100%
2018-2019	<1%	<2%	<1%	<1%	64%	21%	6%	4%	100%

Enrollment in Special Programs

Year	Advanced Placement	GATE	Special Education	ROP/CTE	AVID
2013-2014	568	164	252	478	171
2014-2015	460	176	314	1044	152
2015-2016	435	125	350	1040	132
2016-2017	513	140	373	1096	151
2017-2018	519	130	346	1060	167
2018-2019	563	135	405	1149	178

Silverado High School currently has 135 identified Gifted and Talented Students, a decrease from previous years. These students are serviced primarily through Extended College Prep (formally Honors) classes for ninth and tenth grade students and via Advanced Placement courses for those students in eleventh and twelfth grade. Since its peak in 2013, the Special Education population continues to increase at Silverado High School and across the district. This increase is partially due to a larger presence of Special Education identification from feeder districts as students leave elementary districts and matriculate to our high school district. The ROP/CTE enrollment has increased dramatically as a result of clear CTE pathways being developed and expanded, and all CTE courses becoming a-g certified. In direct response to a previous WASC recommendation, AVID enrollment continues to increase as new AVID teachers and additional AVID sections are added to the master schedule. An additional critical area of need that has been addressed since the last WASC visit is enrollment in Advanced Placement courses. The approach to this increase has been systematic with specific activities regarding identification and recruitment being executed by the dedicate and expanded Advanced Placement team.

Language Proficiency Numbers

Year	English Language Learners (EL)	Fluent-English Proficient (FEP)	Redesignated FEP (R-FEP)
2013-2014	175	130	460
2014-2015	133	111	371
2015-2016	150	109	352
2016-2017	163	117	420
2017-2018	175	97	448
2018-2019	190	77	469

As in many other data areas, the decline in English Learner students at Silverado High School is also commensurate with the decline in enrollment due to the opening of other schools in the district. It should be noted, however, that the tracking of data for EL students appears to have changed district-wide beginning with the 2013-2014 school year, with EL and R-FEP students being tagged separately, and all remaining students enrolled being tagged as Fluent English Proficient (FEP). Additionally, enrollment began increasing again in the 2016-2017 school year as did the English Language Learner populations. The increase in R-FEP students is attributable to a district wide focus on accurate CELDT assessment and redesignation processes.

Attendance

Year	Average Daily Rate of Attendance
2013-2014	92.3%
2014-2015	93.2%
2015-2016	93.2%
2016-2017	93.2%
2017-2018	93.4%
2018-2019	Pending

Silverado High School's attendance and truancy rates have improved in the last two years. Through systematic efforts to raise attendance rates via SARB, alternatives to suspension, etc., Silverado High School is hopeful that the ADA percentage will continue to improve. Additionally, Silverado's Chronic Absenteeism accountability measure on the new state data dashboard indicates a "green" rating demonstrating improvement in the tracking and attention to attendance at the school site.

Suspensions and Expulsions

Year	Suspensions	Expulsions
2013-2014	768 (*)	26
2014-2015	749 (*)	24
2015-2016	355 (*)	26
2016-2017	253	13
2017-2018	223	22
2018-2019	200	10

The suspension and expulsion rates at Silverado High School have also shown improvement in the past several years. Concerted efforts have been made to find other means of correction for students to avoid out-of-school suspensions. On March 17th, 2014, Silverado High School also opened its doors to a fulltime On-Campus Intervention (OCI) program with a dedicated OCI teacher. The presence of this program has further reduced the number of suspensions and expulsions school-wide at Silverado High School. Additionally, strong intervention opportunities and other means of correction exist within the school's PBIS structure. Silverado's discipline philosophy has shifted from punitive punishment to restoration and rehabilitation, with consideration being given to district and Education Code policy expectations.

Socioeconomic Status

Students Qualifying for Free and Reduced Price Meals

Year	Number of Students	Percent of Population
2013-2014	2137	80.51%
2014-2015	1631	81%
2015-2016	2167	77.4%
2016-2017	1744	74.8%
2017-2018	1932	82.4
2018-2019	2252 (*)	100% (*)

In 2016-2017, the decline in the number of students qualifying for free and reduced priced meals this year was attributable to the number of students who did not return the required Free/Reduced Lunch Applications, as the statewide process for collecting that data changed dramatically. In 2017-2018, through the new LCAP/LCFF models for funding schools, Silverado High School endeavored to reach a 100% return rate for the Free/Reduced Lunch Applications to ensure that the students qualifying for free/reduced price meals is as accurate as possible each school year. In 2018-2019, the entire school district qualified for community-based eligibility which allowed 100% of our student body to receive free breakfast/lunch/supper services regardless of income eligibility.

Parent Education Level

Year	Not High School Grad	High School Grad	Some College	College Grad	Grad School/Post-Grad Training	Declined to State/Unknown
2013-2014	1	756	691	157	71	274
2014-2015	13	611	564	139	54	214
2015-2016	19	709	709	176	88	188
2016-2017	416	776	708	235	101	95
2017-2018	399	665	637	261	114	88
2018-2019	397	692	629	333	110	96

Silverado's Parent Education Level indicates that slightly more than ten percent of the families at Silverado High School are College Graduates and only 32% have Some College. Consequently, many of our college-going students are the first in their families to attend college of any sort. The desire to increase these levels is commensurate with the number of focused college-going programs that Silverado High School has in place.

Safety Conditions and Cleanliness

One focus of the new/current administration is on campus safety and cleanliness. Efforts to reduce the trash around campus have been a successful focus, along with landscaping donations to improve the appearance at the front of school where students/ parents drop off. As part of the Williams Act, school safety has been reviewed and all indicators point to improvements in campus safety and a good rating. All subsequent Williams Act inspections and FIT inspections have resulted in zero (0) findings since the last WASC visit.

Staff

Teaching Staff by Gender and Ethnicity

Year	Male	Female	American Indian /Alaskan Native	Asian /Pacific Islander	Filipino	Hispanic/Latino	African American	White	Other	Total
2013-2014	54	49	N/A	N/A	2	13	12	73	3	103*
2014-2015	51	43	N/A	N/A	2	14	10	65	3	94*
2015-2016	45	49	N/A	N/A	2	13	10	66	3	94*
2016-2017	40	56	2	0	1	21	16	52	4	96*
2017-2018	47	53	3	0	3	17	11	66	0	100*
2018-2019	50	51	3	0	3	18	11	66	0	101*

*Includes Counselors

Generally speaking, Silverado has a veteran teaching staff with 10 Probationary Year-One or Year-Two teachers. The staff consists of teachers who have been at Silverado since it opened its doors in 1996, and some staff members who are themselves graduates of Silverado High School.

Teaching Staff Degrees

Year	Doctorate	Master's	Bachelor's	Total
2013-2014	1	59	43	103*
2014-2015	1	52	41	94*
2015-2016	2	50	42	94*
2016-2017	2	37	57	96*
2017-2018	2	37	61	100*
2018-2019	3	39	59	101*

*Includes Counselors

Teaching Staff Years at Silverado

Year	1-5 Years	5-10 Years	10-15 Years	15-20 Years	20+ Years
2014-2015	10	36	17	15	16
2015-2016	16	36	16	15	11
2016-2017	10	36	17	15	16
2017-2018	25	31	12	15	12
2018-2019	27	27	13	16	11

Pupil Personnel Services Staff

Year	Counselors	School Psychologists*	Speech Therapists*
2013-2014	4	2	1
2014-2015	4	2	1
2015-2016	4	2	1
2016-2017	4	2	1
2017-2018	4	2	1
2018-2019	5	2	2

*District personnel housed on site. Websites collecting reported data may have this as zero, not recognizing that the district level school psychologists and speech therapists are actually site-based but under the supervision/evaluation of district level personnel. Due to recent speech therapist shortages, in some cases, current speech therapists are contract employees, not directly employed by the district itself.

The school site and its counselors are acutely aware of the change in the number of counselors that service all students. Current contract negotiations have counselor caseload ratios as a main point of emphasis.

Classified Staff Assignments

Year	Full Time Paraprof.	Part Time	Full Time Clerical	Part Time	Full Time Other	Part Time	Total

		Paraprof.		Clerical		Other	
2013-2014	26	N/A	11	N/A	25	33	95
2014-2015	29	N/A	13	N/A	14	N/A	56
2015-2016	28	N/A	12	N/A	14	N/A	54
2016-2017	26	N/A	10	N/A	18	19	73
2017-2018	33	N/A	10	N/A	18	23	84
2018-2019	32	N/A	9	N/A	20	21	82

Similar to the certificated staff at Silverado High School, the classified staffing levels decline commensurate with decreases in enrollment. Currently, the bulk of the “Full Time Other” classified employees are Security Staff, Instructional Associates, and Custodial, with the bulk of the “Part Time Other” classified staff members being in the Food Service Department housed at Silverado High School.

Staff Development

Each year the staff takes a survey to determine the teachers’ priorities in use of Collaboration Days per the approved collective bargaining agreement between the teachers and the district. For the past three school years, the teaching staff indicated that Common Core State Standards Implementation; Professional Learning Communities (PLCs); use of technology in the classroom; and WASC were the primary issues that they would like to address through staff development and collaboration days. The negotiated calendar provides staff development for one hour every Wednesday. Every other Wednesday, the staff development is determined by the school staff, with the remaining days decided by site and district administration.

Multiple opportunities exist for staff development through School Site Council and the Single Plan for Student Achievement (SPSA). As a result of a specific School Plan goal designed to address the ongoing needs of the English Language Learner population at Silverado High School, the entire faculty was trained or re-trained in Explicit Direct Instruction (EDI) as a means of addressing the needs of our EL population. This staff development was provided by a consultant from our local SELPA office. Since this training, many teachers have also taken advantage of Quality Teaching of English Learners (QTEL) training, both year one and year two.

To assist with improved student behavior, Silverado High School continues its course with Positive Behavioral Interventions and Supports (PBIS). The primary goal is to reduce the

number of student suspensions and expulsions. PBIS Recognition and suspension/expulsion data continue to support success and progress with PBIS.

A number of staff development opportunities are available to the special education teaching staff. IEP Audit Training, Transition Plan Training, Applied Behavior Analysis Training, and Behavior Intervention Plan Training have been provided.

Professional Learning Communities (PLCs)

A renewed focus on Professional Learning Communities began in the 2013-2014 school year, and expansion plans have continued through paid positions for PLC Lead Teachers. Most PLCs have developed common assessments by subject and are discussing the best means of delivering curriculum on a regular basis. The faculty of Silverado High School is still using PLCs as the primary vehicle for identifying best instructional practices through pacing guides, lesson plans, common formative and summative assessments, etc.

Student Participation in Co-curricular and Extra-curricular Activities

Athletics Participation

Athletic Team	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Baseball	36	36	36	35	33	32
Basketball (Boys)	35	36	45	56	49	45
Basketball (Girls)	22	24	24	25	30	24
Cheer	38	36	38	53	38	38
Cross Country	22	24	24	25	13	16
Football	90	90	110	140	138	124
Soccer (Boys)	50	48	45	43	32	36
Soccer (Girls)	43	44	40	40	34	34
Softball	52	50	30	30	36	32
Swim	8	6	20	20	38	48

Tennis (Boys)	39	40	38	39	32	28
Tennis (Girls)	43	42	40	24	30	30
Track	110	115	90	95	50	64
Volleyball	34	34	34	50	35	36
Wrestling	75	76	50	37	20	36
Total Participation	697	701	664	712	608	623

Silverado Athletics participation has declined slightly since the last WASC visit. This is preliminarily attributable to a reduction in the number of on-campus coaches connecting with potential participants (e.g., Track and Field decline), and the prevalent concern regarding CTE (concussions) in Football. These two programs have historically been our largest sports teams but have recently seen the largest declines.

Club and Extra-Curricular Activities Participation

Club Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ASB	79	80	80	80	66	65
Anime						13
Art Club	18	20	16	14	10	0
AVID Freshmen	35	42	42	47	51	32
AVID Sophomores	28	26	26	47	43	49
AVID Juniors	33	29	29	27	48	52
AVID Seniors	70	55	55	30	25	45
Band	32	38	36	34	10	38
Black	20	20	20	20	65	33

Student Union						
Blazer and Sweater Society	20	20	15	12	11	10
Cadet Corp	11	12		43		29
CSF	91	90	92	96	76	
Chorus	58	50	40	18	8	31
Culinary Arts	54	54	45	10	15	15
Do Something Club	35	36	30	24	30	17
Future Business Leaders of America (FBLA)						14
Gay Straight Alliance	15	15		40	50	25
GEMS						12
Gentlemen of Quality						8
Hawks for Christ	35	35	38	40	40	50
Interact						20
Key Club*	30	30	30	50	22	71
Link Crew*	TBD	50	100	150	160	130
M.E.C.H.A.					40	45
Mobile Gaming						8
National Honor	60	60	50	40	30	30

Society*						
Natural Bliss						6
PLUS						23
Polynesian Culture Club						20
Rocket Club	5	10	12	20	15	13
Shakespeare Club						27
STEM Club	5	5	10	18		
Swim						51
Tech-ALL-ogy Club						1
Yearbook	42	32	30	30	19	26
Zoo Crew	300	300	250	200	200	210
Total Participation	1964	1790	1046	1090	1034	1232

*Club/Activity includes a community service component

Similar to athletics, participation in clubs is strong at Silverado High School. This is indicative of Silverado's historical reputation for having a highly spirited student body that is well connected to the school. Efforts to further increase in this area are being made with new clubs and freshmen transition experiences like those found in Link Crew. Each year students attend a "Club Fair" to showcase all of the clubs and other ways that students can connect, identify, and belong to SHS. Membership increases occur as a result of this outreach.

School Financial Support

Amount	Budget Description 2013-2014
\$10,000	ONE-TIME DISCRETIONARY ALLOTMENT
TOTAL: \$10,000	

4000-4999 Books and Supplies: \$10,000	
\$512,606 (*)	ECONOMIC IMPACT AID
\$492,517 (*)	TITLE ONE
TOTAL: \$1,005,123 (*Previous Carryover Included)	
1000-1999 Certificated Salaries: \$134,800	
2000-2999 Classified Salaries: \$67,500	
4000-4999 Books and Supplies: \$506,412	
5000-5999 Services and Other: \$297,000	

Amount	Budget Description 2014-2015
\$55,621	SITE DISCRETIONARY LOTTERY
\$188,366	GENERAL FUND ATHLETICS
\$185,000	ATHLETIC LOTTERY FUNDING
\$33,280	NON-ATHLETICS LOTTERY
\$49,500	TEACHER SUPPLY ALLOTMENT
\$370,961	ECONOMIC IMPACT AID
\$644,537	TITLE ONE
TOTAL: \$1,497,265	

Amount	Budget Description 2015-16
\$118,132	SITE DISCRETIONARY LOTTERY
\$185,000	GENERAL FUND ATHLETICS

\$100,000	ATHLETIC LOTTERY FUNDING
N/A	NON-ATHLETICS LOTTERY
N/A	TEACHER SUPPLY ALLOTMENT
\$162,207	ECONOMIC IMPACT AID
\$653,554	TITLE ONE
TOTAL: \$1,218,883	

Amount	Budget Description 2016-2017
\$117,649	SITE DISCRETIONARY LOTTERY
\$514,769	GENERAL FUND ATHLETICS
\$87,457	NON-ATHLETICS LOTTERY
\$9,600	TEACHER SUPPLY ALLOTMENT
\$1,603,289	TITLE ONE
TOTAL: \$2,332,764	

Amount	Budget Description 2017-2018
\$126,199	SITE DISCRETIONARY LOTTERY
\$519,065	GENERAL FUND ATHLETICS
\$82,147	NON-ATHLETICS LOTTERY
\$9,500	TEACHER SUPPLY ALLOTMENT
\$1,985,847	TITLE ONE
TOTAL: \$2,722,758	

Amount	Budget Description 2018-2019
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\$126,049	SITE DISCRETIONARY LOTTERY
\$650,183	GENERAL FUND ATHLETICS
\$101,979	NON-ATHLETICS LOTTERY
\$9,400	TEACHER SUPPLY ALLOTMENT
\$1,148,116	TITLE ONE
TOTAL: \$2,035,727	

Silverado's main budget is supported by Categorical Money from the state and federal government which requires a functioning School Site Council (SSC) and an approved Single Plan for Student Achievement (SPSA). Prior to the 2013-2014 school year, neither of these existed, resulting in little to no legitimate spending at the school site. For instance, only a total of \$27,000 was spent at Silverado High School in 2012-2013. Since then, both the SSC and the SPSA exist and are fully functioning at a high capacity. Consequently and as a result of Federal Program Monitoring (FPM), over \$1,500,000 annually has been spent in service to students, including allowable carryover from previous school years where the allowable carryover percentage/amount existed.

Student Performance Data

California Assessment of Student Performance and Progress (CAASPP) Results

2014-2015 Results	Number of 11th Grade Students	Number of 11th Grade Students Participating	Percentage of 11th Grade Students Participating
English/Language Arts	472	421	89%
Mathematics	472	417	88.3%

2014-2015 Student Mean Scores	English/Language Arts	Mathematics
Standards Exceeded	9%	1%
Standards Met	34%	12%
Standards Nearly Met	29%	24%

Standards Not Met	28%	63%
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2015-2016 Results	Number of 11th Grade Students	Number of 11th Grade Students Participating	Percentage of 11th Grade Students Participating
English/Language Arts	526	498	94.6%
Mathematics	526	498	94.6%

2015-2016 Student Mean Scores	English/Language Arts	Mathematics
Standards Exceeded	10%	1%
Standards Met	35%	9%
Standards Nearly Met	29%	27%
Standards Not Met	26%	63%

2016-2017 Results	Number of 11th Grade Students	Number of 11th Grade Students Participating	Percentage of 11th Grade Students Participating
English/Language Arts	529	519	98%
Mathematics	530	519	98%

2016-2017 Student Mean Scores	English/Language Arts	Mathematics
Standards Exceeded	10%	1%
Standards Met	32%	6%
Standards Nearly Met	31%	27%
Standards Not Met	27%	66%

2017-2018 Results	Number of 11th Grade Students	Number of 11th Grade Students Participating	Percentage of 11th Grade Students Participating
English/Language Arts	517	507	98%
Mathematics	518	506	98%

2017-2018 Student Mean Scores	English/Language Arts	Mathematics
Standards Exceeded	10%	1%
Standards Met	29%	6%
Standards Nearly Met	29%	24%
Standards Not Met	32%	69%

Statewide, 2014-2015 was the first year for the administration of the CAASPP as administered using the SBAC exam. The preliminary results in English Language Arts showed that 43% of Silverado 11th grade students met or exceeded the state standards. However, only 13% of these students met or exceeded the state standards in mathematics. Another initial problem for the school was the failure to meet the participation rate requirements. Since its first year, the participation rate issue has been solved, and participation rate expectations have been met annually. English Language Arts results continue to fall in the low 40% range for meeting or exceeding standards. Math results continue to be much lower, consistently falling at about the 7-10% range for students meeting or exceeding standards. All other academic efforts and initiatives across the school and district continue to be aligned and focused on improving these results.

CELDT Scores 2014-2015

	Number Tested	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Overall	34	13	4	6	7	4
9th	10	5	0	3	1	1
10th	4	3	0	1	0	0
11th	6	2	1	0	2	1
12th	14	3	3	2	4	2

CELDT Scores 2015-2016

	Number Tested	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Overall	26	9	2	4	5	6
9th	6	5	0	0	0	1
10th	5	2	0	0	2	1
11th	5	0	1	1	1	2
12th	10	2	1	3	2	2

CELDT Scores 2016-2017

	Number Tested	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Overall	23	16	4	1	1	1
9th	6	4	1	0	0	1
10th	7	5	1	0	1	0
11th	7	6	0	1	0	0
12th	3	2	1	0	0	0

CELDT Scores 2017-2018

	Number Tested	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Overall	13	7	1	0	3	2
9th	2	1	1	0	0	0
10th	3	2	0	0	1	0
11th	7	4	0	0	2	1
12th	1	0	0	0	0	1

Decreases in student enrollment continue to be commensurate with decreases in the number of students taking the CELDT test. That being said, the percentage of EL students scoring Early Advanced and Advanced has increased each year. The EL subgroup, however, continues to be an area of concern for Silverado High School on other accountability measures such as SBAC. Meeting the needs of our EL students continues to be a Critical Area of Need for the school.

ACT Scores

Year	Grade 12 Enrollment	Number Tested	Percent Tested	Average Score	College Ready	College Ready %
2012-2013	892	148	16.6%	18.8	7	5%
2013-2014	839	116	13.8%	18.8	8	7%
2014-2015	533	101	18.9%	18.4	11	10%
2015-2016	428	56	13%	18.3	4	7%
2016-2017	547	87	16%	18.6	8	9%
2017-2018	505	76	15%	18.5	8	11%

Indicative of increases in the college going culture at Silverado High School, the percentage of students taking the ACT has increased slightly. However, the number of students meeting the ACT benchmarks for college readiness continues to be an area of concern. Generally speaking, a smaller number of Silverado students take the ACT. The SAT continues to be the preferred college entrance exam for our students.

SAT Scores

Year	Grade 12 Enrollment	Number Tested	Percent Tested	Verbal Average	Math Average	Writing Average
2012-2013	892	257	28.8%	439	448	435
2013-2014	839	242	28.8%	447	449	447
2014-2015	533	204	38%	431	431	422
2015-2016	428	167	39%	N/A	450	440
2016-2017	547	219	40%	N/A	452	467
2017-2018	505	205	41%	N/A	457	481

The percentage of Silverado students taking the SAT has increased. However, the performance scores, while continuing to increase, also continue to be significantly below the state and national average. The SAT continues to be the preferred college entrance exam (over the ACT) for our students.

Advanced Placement Exams

Year	# of Exams Taken	# of Students Taking Exams	# of Exam Scores of 3 and higher	% of Exam Scores of 3 and higher
2012-2013	557	298	105	19%
2013-2014	487	245	76	31%
2014-2015	425	246	45	18%
2015-2016	345	217	41	19%
2016-2017	438	266	44	17%
2017-2018	546	296	75	25%

The number of students taking AP Exams and the number of exams taken has significantly increased in the last three years. The majority of students taking Advanced Placement courses are more and more prepared for the rigor required to succeed as reflected by the increase in passage rate of AP exams since its lowest point in 2014-2015..

The Advanced Placement teachers at Silverado High School remain committed to the philosophy of the College Board of increased access to Advanced Placement coursework rather than protection of pass rates. That philosophy is reflected in the increase of students enrolling in AP courses and the increase in AP exams being taken. With that in mind, cause for celebration exists in the 2017-2018 results in that the number of students enrolled in AP courses, the number of AP exams taken AND the number of AP exams passed all increased simultaneously. This specifically addresses the Advanced Placement Critical Area of Need for the school.

Students Meeting University of California A-G Requirements

Year	Graduates	UC Eligible	% Eligible
2012-2013	729	184	25.2%
2013-2014	741	186	25%
2014-2015	513	108	21%

2015-2016	418	105	25%
2016-2017	449	134	30%
2017-2018	477	138	29%

Students meeting A-G requirements have increased at a steady rate since our last full self study. This is largely attributed to a direct focus on increasing a-g rates through a concentrated effort on increasing a-g approved courses and mandating an a-g curriculum for all students unless a deviation is directly approved by an administrator. The counseling office has made this the new “norm” in direct response to multiple critical areas of need left by the last WASC Visiting Committee.

Graduation Rates

Graduation Year	# of Entering Freshmen	Dropouts 9-12	# of Graduates	Graduation Rate
2012-2013	623	153	691	83%
2013-2014	579	91	618	82%
2014-2015	491	53	527	88%
2015-2016	533	72	418	73%
2016-2017	503	38	449	80%
2017-2018	494	16	477	86%

There has been improvement in maintaining the size of the senior class which has resulted in large graduating classes that consistently meet graduation criteria for state and federal accountability purposes. Credit recovery programs such as the APEX Online Credit Recovery program have been credited to some degree for helping keep students at Silverado High School and to graduate from Silverado as seniors. Additionally, an administrative focus on ensuring the reporting data is correct in the CALPADS system has helped to maintain accurate reporting.

California Accountability Dashboard Results

School Year	Suspension Rate	EL Progress	Graduation Rate	College/Career	English Language Arts	Math
2016-2017	Yellow	Orange	Red	N/A	N/A	N/A
2017-2018	Green	N/A	Green	Green	Orange	Red

Although the California Accountability Dashboard is a relatively new state accountability system, Silverado is proud of their systemic efforts to reduce the suspension rate and increase both the graduation rate and the college/career readiness factor. These efforts have resulted in Silverado achieving “green” status in those three areas in the 2017-2018 school year. It's important to note that we are one of the only comprehensive high schools in the High Desert region to have done so.

Career Center

Silverado High School is in the top two percent of high schools in California for FAFSA applications and receipt of financial aid. Each year the Career Center sponsors “Senior Awards Night” in May. The Career Center houses one full-time Career Center technician who facilitates ASVAB testing, K16 Bridge enrollment, College Application Completion, FAFSA completion, Senior Awards, Scholarships, Career Interest Surveys, etc. Silverado's long time veteran Career Center technician retired in August, 2018. Since then, search results for a suitable replacement have been unsuccessful. The Career Center has been unmanned since September, 2018. In its absence, the Counseling and AVID teams have worked to fill in the gaps left by this vacancy. Silverado is hopeful that this spot will be filled in February, 2019 when the next eligibility list is established and a second round of interviews are conducted.

AVID

Advancement via Individual Determination (AVID) has always been a presence on the Silverado campus. SHS currently has specific AVID courses for grades nine through twelve. AVID students participate in AVID Tutorial, AVID Seminar, AVID parent nights, AVID field trips, and outside AVID-specific activities (Skate Nights, etc.). In direct response to the Critical Area of Need from the full self-study three (3) years ago, Silverado has increased its commitment to AVID schoolwide. AVID enrollment has increased and the number of AVID sections in the master schedule has gone from four (4) to eight (8). School wide training in AVID strategies is offered to all staff annually. AVID walk-throughs are conducted each semester. Silverado remains a Highly Certified AVID school site.

Special Education

Silverado High School is well beyond the state average of the percentage of students receiving special education services. Special Education is the largest department on campus, servicing students in multiple special needs, including a class for autistic students. One contributing factor for the increase in the number of students at Silverado with special needs appears to be the over-identification of special education students as they are exiting the feeder elementary and middle school districts. Once the services are put in place by other districts, it is difficult to remove and align the services appropriately when those students arrive new in the high school district.

Post Enrollment Data

Through the Career Center, Silverado tracks college entrance and enrollment for seniors as well as trade school entrance, military commitments, etc. as students make these commitments during their senior year prior to graduation. Currently, there is no good systematic way to track the data of what students actually do post-graduation other than self-reporting of those students who make contact with us post-graduation through visitations, emails, and contact with former teachers, etc. Use of social media (Facebook and Twitter) for tracking purposes is more prevalent now than it was three (3) years ago.

Family Engagement Center

The Silverado Family Engagement Center is a centrally located facility offering an environment where all families can network and engage in college and career planning activities for their students. Our Family Engagement Center was the first facility of its type in the High Desert. Since then, all schools in the district have been staffed with a Family Engagement Liaison. Schools in neighboring districts have even replicated the concept. The Family Engagement Center has become a mainstay of Silverado High School and is used to promote family engagement activities such as workshops, trainings, and meetings with the Principal.

SAT Prep – FEV Tutoring

Silverado High School continues to offer an SAT Prep class through our partnership with FEV Tutoring free of charge to approximately AVID juniors in advance of their Spring SAT exam. The format for this prep class included the following: A 5 hour SAT Diagnostic test designed to replicate the actual SAT exam taken during the school day. Based on their performance on this diagnostic, individual SAT Prep/Review plans are created for each student by their live FEV Tutor. Then, for 10 consecutive weeks, students log on to live tutoring sessions for 2 hours during their AVID class to receive individually created SAT Prep/Review. At the conclusion of the 10 week prep sessions, a final diagnostic is given to determine point growth. An average of 200 points (or more) improvement continues to be the trend based on this free tutoring/test preparation opportunity.

Upward Bound

Silverado High School students are also given access to Upward Bound. Upward Bound is a program provided through a partnership with Victor Valley College that helps students by providing academic success, activities, graduation and preparation for college. Some of the activities provided include weekly after school tutoring, academic advisement with A-G requirements, ACT/SAT preparation, test taking strategy workshops, college admission workshops for participants and their parents, etc.

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

Generally speaking, there have not been any drastic changes at Silverado in the last three years. However, there have been some significant additions and minor changes and developments within the school and across the district.

Staffing:

As was noted in the past, the administrative team at Silverado continues to evolve almost annually. The current principal has now been in place for six (6) years. However, her administrative team of two (2) assistant principals and one (1) dean have only been consistent for two (2) of those six (6) years. In the other four (4) years, either one of the assistant principals on the team or the dean has changed. This year, the previous dean was promoted to assistant principal and a new dean was hired. In all cases of assistant principals leaving, they have done so to take promotions to principal at different sites both in the district and outside the district. The constant changes of the administrative team continue to cause issues of consistency and the perpetual learning curve that exists when new administrative staff is brought on and must learn the Silverado system. Also within the leadership team, the Athletic Director has been consistent now for five (5) years but the long-standing Activities Director of nine (9) years left midyear to take an administrative job. At the start of second semester, a currently English teacher on staff was named Interim Activities Director and the position will be reflowed for permanency in the Spring. The Activities program at Silverado High School has always been a strong one, and the expectation is that it remain so with whomever ultimately becomes the permanent replacement.

An additional vacancy that was just filled during the last week of January is the Career Guidance Technician to replace the veteran person who retired in August. Consequently, the Career Center has been closed all school year. The Counseling Department and the AVID team of teachers have stepped up to take over the duties of college applications, FAFSA, etc. in her absence.

Silverado's enrollment continues to be heavily impacted by Special Education students. Almost 16% of our total student body are special education students. Consequently, we have added a co-department chair for special education to alleviate the burden on the existing department chair. This has resulted in our site being 100% IEP compliant for the first time in recent history. The additional Special Education support has also allowed us to add an Adult Transition class and a Practical Assessment Exploration System (PAES) lab to our Special Education program to better meet the needs of our students. Additionally, a systematic approach to training all paraprofessionals at Silverado High School was initiated in the Fall of 2018. These online training modules have allowed our paraprofessionals to develop increased capacity for

working with both students and special education teachers in their respective RSP/SDC/SH/ED/Autistic classrooms.

At the district level, a high school math coach position was added. This person has direct responsibility for leading professional development among high school math teachers. Assessment results in math continue to be the lowest of all the accountability indicators. The advent of this position is a direct response in an attempt to remedy this issue.

Program Changes:

Silverado has also seen an increase in program changes school wide. There have been four (4) additional Advanced Placement and Honors classes added to the curriculum, allowing us to address the Advanced Placement Critical Area of Need. These courses include AP Computer Science A, AP Environmental Science, AP Psychology, and Honors Marine Biology and Ecology. These courses allow us to offer high interest Advanced Placement electives in specific areas that historically have high yielding Advanced Placement test results as well.

Also, in an effort to address the Critical Area of Need concerning increasing college and career readiness opportunities, Silverado High School has added two additional Career Technical Education Pathways (CTE) in addition to the three (3) that previously existed. The Information Support and Services Pathway and the Public Safety Pathway join the existing Culinary Arts, Medical, and Child Development Pathways as a means for Silverado students to expand their access to career exploration and certification. This increase as well as focused efforts on Pathway Completion have allowed our College/Career Readiness Indicator to grow. This growth directly resulted in a “green” designation on the new California Accountability Dashboard.

Finally, in the Fall of 2018, Silverado began first year implementation of the Building Assets Reducing Risks (BARR) program. This team of six (6) teachers, one (1) dedicated counselor, one (1) dedicated administrator and an a licensed psychologist and marriage and family therapist (LMFT) have allowed Silverado to target at-risk incoming 9th graders who require extra assistance with grades, discipline, and attendance in an effort to ease their transition to high school and assure success and progress towards graduation. This intervention effort is a direct response to grade nine (9) historically being a gatekeeper and indicator of future graduation rate and dropout status if these students fall behind early in their freshman year of high school.

Family and Community Engagement:

When the Visiting Committee was here three (3) years ago, our Family Engagement Center was just being developed in concept. Since that time, it has become a mainstay of our school program. Our well-established and deeply connected Family Engagement Liaison has grown that program so rapidly in such a short time, that we had to relocate it to a larger facility in its third year. The Family Engagement Center is responsible for all family and community-based activities that exist at and outside the school. The direct consequence for this position and the center itself has been an improved relationship between the school and our families. This has

opened dialogue, increased trust, and improved the academic and social well-being of our students.

With the Family Engagement Center, the most productive training we have provided is the Parent Institute for Quality Education (PIQE). To date, we have graduated almost 200 families through the PIQE program, with constant requests to offer it again and more frequently. PIQE appears to be most beneficial for our Spanish-speaking Hispanic parents who receive the nine-week instruction in their native language. They graduate at a rate of almost 2:1 over the English speaking cohorts. At the end of each PIQE nine-week session we hold a formal graduation ceremony for the parents. Many indicate that it is the only graduation ceremony they have ever participated in during their lifetimes. Plans to continue to offer PIQE annually continue.

Finally, a last significant change at Silverado High School exists in that the district applied for and received Community Based Eligibility for Free/Reduced Lunch. Because such a high number of students across the district were previously eligible for free/reduced lunch, we were able to qualify for Community Based Eligibility allowing ALL students in the district and at our school site the opportunity to receive breakfast, lunch, and the supper program free of charge.

III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**
- **Describe the process used to prepare the progress report.**

Since the last full self study visit three years ago, the Critical Areas of Need left by the Visiting Committee have been the forefront of all decision making. They have been reviewed annually, and considered and imbedded in the Single Plan for Student Achievement (SPSA) each year. As a result, they are the driving factor behind all categorical expenditures made at the school site.

Student achievement data was cultivated annually in an effort to remain prepared for both the mid-cycle progress report as well as the next full self-study visit. This achievement data is reviewed with all school staff and parent groups annually in an effort to educate all stakeholders about the current state of the school. Schoolwide action plans are interfaced with the SPSA Action Plans and becoming the driving force of all activity at the school site.

In preparation for the progress report, the staff met as an entire group in the Fall of 2018 to review the Critical Areas of Need and the Schoolwide Action Plan one final time before convening in Focus Groups. Those staff members who were here three (3) years ago remained in their same Focus Group from before. All new staff members were added to a Focus Group for participation. All previous Focus Group Leaders with the exception of one, remained in their role. One additional new Focus Group Leader was added. In December of 2018 and January of 2019, Focus Groups all met to brainstorm and establish progress towards the eight Critical Areas of Need and the Schoolwide Action Plans. Also in January of 2019, all Focus Group Leaders met on a WASC Pull-out Writing Day to aggregate their Focus Group Findings for the Critical Areas of Need which resulted in the bulk of Chapter Four of this document. On the Collaboration Wednesday immediately following the WASC Pull-out Writing Day, the Focus Group Leaders took their written work product back to their Focus Group for ratification/correction/clarification. Only a few small corrections were noted and the document was finalized for submission to the Accrediting Commission and the three (3) Visiting Committee Members.

Additionally, WASC was on the agenda for all parent meetings during the 2018-2019 school year. Presentations were made at all Coffee with Conkle, Muffins with Moms, and Donuts with Dads sessions so they were continuously aware of the work being done for the mid-cycle progress report visit. The final document was shared on Friday, January 25th, 2019, at Coffee with Conkle. In all circumstances, parents have been invited to join us during the actual visit in March to participate in the accreditation review process.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.

If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.

Critical Academic Need # 1: Create a college going culture by increasing the number of students who have met the a-g UC/CSU requirements and who are college/career ready.

- College and Military Hallway
- College Wear Wednesday
- We have tripled the number of students in dual enrollment
- Increased the number of 'a-g' courses
- Advanced Placement (AP) Readiness Camp
- Dual Enrollment
- Default A-G Course Schedule Curriculum Requirement
- Career and Technical Education (CTE) and other courses are articulated through Victor Valley College
- Bridge Program -- every Senior applies to Victor Valley College, regardless of whether or not they are planning on attending
- AVID Training for Staff on Collaborations. AVID Workshops for staff. AVID Institute, people are invited over summer break, and also throughout the year.
- WICOR Training and Walkthroughs -- Writing Inquiry Collaboration Organization Reading
- Family Engagement Center takes students to Black College Conference
- College Fair - one general college fair, one Historical Black College University College Fair with on the spot admission offers being extended
- Academic remediation to improve overall grade point average of students attending four year universities or colleges

There are many programs that visibly identify Silverado High School as a college and career campus besides its College Wear Wednesday (CWW) where all staff and students are encouraged to wear college clothing. SHS also creates a college going culture by increasing the number of students who have met A-G UC/CSU requirements and are college and career ready by making the A-G requirement the default courses for all students, with exceptions for some

students who struggle with A-G core courses. As a result, SHS increased the number of A-G courses offered from 50% to 85%. The only classes that are not currently A-G certified are Special Education classes, Physical Education classes, and Business Mathematics. Course remediation is offered to struggling students through tutoring, course retakes, online access to curricular materials and lessons via Google Classroom and APEX.

SHS has increased the number of students taking AP courses by encouraging enrollment in AP and offering more courses such as AP Computer Science, AP Psychology, and AP Environmental Science in the last three years. SHS was able to support these numbers by implementing an AP Readiness Camp and AP Cultural Field trips. The Advancement Via Individual Determination (AVID) program helps to maintain student focus on college and career pathways. The Family Engagement Center organizes field trips to Black College conferences and Historically Black Colleges and University fairs.

SHS has partnership with Victor Valley Community College (VVC) which includes the Bridge program, Dual Enrollment, Concurrent Enrollment, and Rambassador Liaison. The Bridge program encourages every senior to apply to VVC through their Government or Economics classes regardless of whether they are planning to attend or not. Students get college and high school credit through the Dual and Concurrent Enrollment program. The Rambassador Liaison is a VVC staff who helps to facilitate the Bridge Program. SHS also articulates its Career Technical Education (CTE) program through VVC. Additionally, students with disabilities are encouraged to take A-G courses and attend college through their yearly transition testing and goal setting.

Critical Academic Need # 2: Improve the academic achievement and proficiency in core content areas for English Language Learners.

- **Quality Teaching for English Learners (QTEL) Professional Development for teachers**
- **Interpreters align English Learners class schedule so that other students may peer tutor**
- **Grouping of English Language students in the classrooms.**
- **Scaffolding of Translator.**
- **All of English Learner students are required to take a core English class**
- **Carnegie-Aligned Curriculum Translated text for English Learner students (Emergent Bilingual Students)**
- **After school tutoring offered for all students**
- **Specially Designed Academic Instruction in English (SDAIE) training methods given to staff members**
- **Parent Institute for Quality Education (PIQE)**

In order to improve the academic achievement and proficiency in core content areas for Emergent Bilingual Students or English Language Learners, SHS requires the students to take at least one core English class. Teachers are also given training in Specially Designed Academic Instruction

in English (SDAIE) and Quality Teaching for English Language Learners (QTEL) in order to be able to meet the needs of their students.

SHS has newly adopted Mathematics curriculum and text that provides translated texts for Emergent Bilingual Students. Interpreters also align students' classes so that translators can maximize their time usage. Students' schedules are also aligned in order to allow the use of peer tutors. A pattern scaffolding was introduced to allow for gradual withdrawal of students' total dependence on the interpreter. Although SHS instituted the Parent Institute for Quality Education (PIQE) program for all SHS parents, parents of ELL population have been noted to utilize it the most. PIQE empowers and educates parents to advocate for quality educational outcomes for their students.

Critical Academic Need # 3: To encourage students to maximize their learning, increase the number of students taking Advanced Placement courses and passing the AP Exams

- **100% AP Exam pass rate in Fine Arts department**
- **Consulting group from Chicago commissioned to train AP instructors and improve AP test scores**
- **AP Readiness Camp**
- **AP Field Trips**
- **New AP Courses: Psychology, Environmental Science, Computer Science A.**
- **Use of AP potential to identify students, personal invitations, meeting with AP teacher, and parent invitation**
- **AP Enrollment Increase**
- **AP Exam taking increase**
- **AP Exam Passage Rate increase of 8%**
- **AP conference for Physics PTSOS (Physics Teacher "sos")**
- **AP By the Sea - Environmental Science**
- **AP Computer Science training**
- **AP European History Training**

Silverado High School has seen a marked improvement in its Advanced Placement (AP) program through AP training, conferences, and consulting. AP instructors participated in a variety of AP approved conferences and workshops, including AP Computer Science Training, AP By the Sea, AP Conference for Physics, and AP European History Training. Additionally, Andrew Sharos' consulting firm was commissioned to train all AP instructors on how to build an AP culture in a Title I school and increase the number of students passing AP exams. Recurring visits and one-on-one coaching are included in the multi-year consultation.

Evidence of improvement in SHS's AP program includes increased AP student enrollment, an increase in course completion, and an overall increase of 8% in the 2017-2018 passage rate (the Fine Arts department had a 100% passing rate). As evidence of SHS's improved AP culture, AP enrollment has gradually increased each year, with 103 more students enrolled now than in 2014. Targeted outreach for AP Potential students is systematic and includes personal

invitations, general assembly, private meetings with an AP teacher, and a parent meeting for those students' families to encourage AP enrollment.

The school's AP program has extended its course list with three additional offerings: AP Computer Science A, AP Environmental Science, and AP Psychology. Student participation and interest in AP courses continue to grow due to SHS's AP identification process, student and parent invitations, and AP Summer Readiness Camp that culminates each summer with an educational field trip. Students who achieve a five (5) on an AP exam are rewarded with placement of a lawn sign at their homes. And all AP students receive AP t-shirts to recognize their participation as part of Silverado's AP community.

Critical Academic Need # 4: Create a strong campus-wide PLC culture that focuses on the development of common assessments and an analysis of student data to modify instruction.

- **Attendance of PLC meetings records**
- **Minutes for Professional Learning Communities (PLC) meetings**
- **Several departments (Math, ELA, Biology, Life Science, Social Science) have common formative and summative assessments, and others are in the process of developing common assessments**
- **Developing goals, creating action plans, and assigning a person to follow through.**
- **Use of School City for assessment data analysis (Varies by department)**
- **Use of common assessment data results to drive instruction**
- **Use of PLC to train the teachers in how to use Special Education assessments**
- **Paraprofessional training done online**
- **Sharing of best instructional strategies**
- **Plans for PLC Institute Training, Summer of 2019**

Professional Learning Communities (PLCs) were put in place to help departments raise student scores on the California Standardized Tests (CSTs). Now that CSTs have been eliminated, PLCs are now more academic and student focused, rather than testing focused. Teachers utilize pacing guides and common assessments to drive instruction and student growth. Some common assessments are generated with School City (a test taking and data recording software) give teachers the data necessary to assess student achievement and drive instruction. Teachers gauge whether teaching strategies are successful or unsuccessful based on student achievement. Re-teaching is done before moving on to the next concept, if necessary. The development and use of common assessments is a major goal for all our PLC groups.

The goal at Silverado is to have teachers attend professional development training in PLCs, to ensure fidelity of implementation across all departments. The CSTs in the Social Science Department in 2011 showed increases that were significant and directly related to the PLC work done in the department. For this reason Silverado is re-focusing its efforts on PLCs and teacher professional development to help all departments implement successful professional learning communities.

Critical Academic Need # 5: Improve instructional planning and delivery practices school wide to include technology and high yielding instructional strategies in order to provide CCSS, NGSS, and 21st Century rigorous learning opportunities for all students.

- 69 chromebook carts (up from 10 three years ago)
- Almost 1 to 1 access of students to computers
- Additional computer labs
- Heart rate monitors for physical education
- High instruction through chromebooks, Google Classroom, ck12
- Remind
- Google classroom is more prevalent
- Route 66 competition
- Online registration for classes
- 4-year plan is online
- Pro-scanner messaging app
- Aeries app
- Participation Apps/Remind
- Document Scanner
- District Benchmark
- Digital Citizenship Online
- PBIS Surveys/Quizzes
- Facebook page
- School and athletic twitter
- Kahoot and other engagement apps
- Implementation of Next Generation Science Standards curriculum
- Mathia
- Digital textbooks for some courses
- Curriculum Maps
- Rosetta Stone
- BlueJ - Java compiler
- Vision software for technology monitoring
- APEX expansion
- Precision Exams/Soft Skills Testing
- Pineapple board
- AVID Workshops / WICOR Workshops
- Philosophical Chairs
- Socratic Seminar
- SDAIE Specially Designed Academic Instruction
- Increased graphing calculators
- Spiral teaching
- Students' use of smartphones to capture data/notes
- Youtube instructional videos, CK12, Khan Academy, Mathia, and Rosetta Stone (online resources)

Silverado has seen large strides in instructional planning and delivery through schoolwide technology. Google Classroom has become a standard tool in many classes, with instruction, curriculum, assignments, and submissions being managed entirely through online resources. Consequently, students have increased access to lesson plans and assignments through the internet, being able to complete work from home or anywhere they have internet access. Additionally, the few students who are suspended from school or attending On Campus Intervention (OCI) have immediate access to their lessons and assignments as well.

Many more teachers have access to and use Chromebooks for their classroom instruction, and SHS currently has an almost one-to-one ratio of computers to students either through Chromebooks or computer labs. Other technical school-wide improvements for instructional planning and delivery practices include the use of Khan Academy, CK12, YouTube instructional videos, Mathia, Rosetta Stone, Kahoot, digital textbooks, and the use of online Precision Exams (soft skills tests for CTE classes).

Credit recovery and remediation instruction is provided through APEX (an alternative instructional program) courses offered online to all SHS students. Expansion of the APEX program includes an additional section added for SPED students, increased course offerings, the ability for students intending to attend a four-year university or college to improve their grade point average, the continuation of eight APEX classes during the regular school day, and an afterschool APEX section on Mondays, Tuesdays, and Thursdays.

High-yielding instruction strategies to improve school-wide lesson planning and delivery practices include AVID workshops, Writing, Inquiry, Collaboration, Organization, Reading (WICOR) workshops, implementing Next Generation Science Standards (NGSS), and Spiral Teaching (re-visiting previously covered concepts). The SHS AVID program has grown to five teachers and eight classes. The focus has been on more AVID training for teachers, which has resulted in a schoolwide increase of WICOR instructional practices in the classroom. Interactive Science Notebooks (ISN) and Common Assessments are used to implement NGSS in most science classrooms. Some instructors also implement Spiral Teaching by introducing new concepts, then re-visiting the same concept from different perspectives and applications later in the learning sequence.

Critical Academic Need # 6: Develop a school wide response to intervention to ensure all students have timely access to academic supports and behavioral modifications.

- **PLCs meet and discuss “Expect Respect” techniques to create or maintain a safe learning environment**
- **ProScanner**
- **On Campus Intervention (OCI)**
- **Truancy class**
- **Drug Awareness**
- **Anger Management**
- **Girl’s Group**

- **Expect Respect**
- **Breaking Down The Walls**
- **Parent Institute for Quality Education (PIQE)**
- **Peer Leaders Uniting Students (PLUS) has grown**
- **Building Assets, Reducing Risk (BARR) -Risk review every tuesday**
- **After school tutoring**
- **SARB A2A**
- **After School Family Nights**
- **Family Engagement Center**
- **AVID Growth**
- **Gentlemen of Quality / GEMS**
- **Opportunities/APEX**
- **Link Crew expansion**
- **Students and Parents have complete access to Aeries**
- **After school training for EL parents on Aeries**
- **Tutorial room for AVID**
- **Mental Health Specialist for BARR program, and other students (Licensed LMFT)**

Silverado provides an extensive range of interventions to meet the complete needs of its students academically, behaviorally, and socially. As the primary school-wide behavior intervention, Silverado has implemented Positive Behavioral Interventions and Supports (PBIS) for the past 6 years. PBIS acts as an umbrella that encompasses many of the other supports and interventions such as Breaking Down the Walls, Expect Respect, Peer Leaders Uniting Students (PLUS), as well as On-Campus Intervention (OCI). Further programs that support positive student behavior and school safety that have been added or changed include the addition of a mental health specialist (LMFT) who specifically supports the Building Assets, Reducing Risk (BARR) students. Silverado continues to utilize truancy classes, drug awareness classes, anger management, and Girl's Group as assigned by the School Resource Officer (SRO) and/or probation officer. Finally, Silverado now uses Attention 2 Attendance to help facilitate the School Attendance Review Board (SARB) process, which then becomes an intervention.

Academically, Silverado continues to utilize after-school tutoring as well as expanding Link Crew for freshman, and Opportunities/Apex for credit recovery. Additionally, Advancement Via Individual Determination (AVID) has expanded its number of teachers and as a result, the students reached. Silverado has a dedicated room for AVID tutorials which also is utilized as a training room for non-AVID staff to gain professional development during PLC collaboration time. Over the course of the last three years, Silverado has also added a Family Engagement staff member and a Family Engagement Center where parents and students are invited to learn about the requirements for graduation, how to apply for college, and financial aid support. The Family Engagement Center also hosts the Parent Institute for Quality Education (PIQE) which engages, empowers, and moves parents into action in order to strength parent-school collaboration and helps improve the academic success of the students. Silverado has also increased access to student academic and attendance records through the use of the Aeries App. Students and parents can access their grades at any time from their mobile phone.

Reaching out to families and the community does not stop at the Family Engagement Center. Silverado also provides training for English Learner families through Aeries after school via our English Language Development (ELD) coordinator. Silverado staff can now utilize texting services to communicate with families for positive and negative behavior, as well as just to provide information through the Pro-Scanner system.

Critical Academic Need # 7: Increase student participation and offerings in College and Career Readiness programs such as CTE pathways and AVID.

- **WICOR Signs**
- **AVID Workshops & Walkthroughs**
- **Increased number of AVID students, staff, classes, and tutors**
- **AVID Workshops for students (College apps and ACT, SAT)**
- **Increased CTE Pathways**
- **Hour of Code**
- **Culinary Arts Competition (Chopped, Sweet Genius)**
- **Food Handling Permit for students**
- **Work Experience**
- **Medical Pathway**
- **Dual Enrollment**
- **Concurrent Enrollment**
- **Bridge Program**
- **Rambassador from Victor Valley College**
- **Science and Engineering Project (after-school program)**
- **AVID invites at semester**
- **CTE Field Trips**
- **Pathways to Success**
- **PBIS Recognition Field Trip to College UC Riverside**
- **AVID college visits**
- **AP cultural field trip**
- **Historically Black Colleges & Universities (HBCU) field trips**
- **Health Occupations Students of America (HOSA)**
- **Armed Services Vocational Aptitude**
- **Cadet Corps**
- **All CTE courses are now A-G approved**
- **Workability**
- **Hawks' Nest**

Silverado has a strong desire to implement a campus wide college going culture and career ready student body. Advanced Placement and AVID programs are the force behind Silverado's move towards a College Going culture. Silverado has teamed up with Victor Valley Community College through the BRIDGE program, Concurrent and Dual Enrollment programs, and the Rambassador (paid liaisons who are Victor Valley College students that assist our students with FAFSA, college

admissions, articulation, dual and concurrent enrollment, etc.). Having a community college in our area gives our students ample opportunity to see that college is attainable for all of our students.

Career pathways are also a big part of our commitment to students at Silverado. Career pathways include fields such as Health Science and Medical Technology, Information and Communication Technology, Public Services, Arts, Media, and Entertainment, Hospitality, Tourism, and Recreation. Silverado also has the Hawks' Nest where our high school students work hands-on with preschool-aged children. Silverado is extremely proud of the growth of our career pathways in the last three years. Our Culinary Arts and Medical Pathway programs are at the forefront of preparing our students for careers the moment they graduate from Silverado.

Critical Academic Need # 8: Develop a counseling action plan to ensure all students receive equal access to accurate college and career supports and academic scheduling.

- **All students encouraged to apply for dual enrollment**
- **Four-Year Plan from counselors**
- **Every student receives counseling for their career in college options as well as potential ways to fund higher education**
- **Added a 5th counselor**
- **Dual enrollment**
- **Senior grad checks**
- **Class sizes have been leveled**
- **Interest inventories in sped department and several cte classes**
- **Transition Partner Program (TPP)**
- **Electronic Course Request change**
- **Adult Transition Program for severely handicapped students following fourth year of high school**
- **SAT School Day (SAT is free of charge to students)**
- **Increased PSAT to 9th, 10th, and 11th, free of charge**
- **Increased graduation rate**
- **Increased A-G certification rate**
- **Concurrent Enrollment**
- **Middle School registration**
- **Master Scheduling moved into the Counseling Department**
- **AP Testing**
- **Counselor assigned specifically to AVID, BARR programs**

First and foremost, the biggest improvement to the counseling department is the hiring of a fifth full-time counselor at Silverado. With the addition of this counselor, other counselors have been able to decrease their overall caseloads. Additionally, one counselor has been specifically designated to the Building Assets Reducing Risk (BARR) program and another to the Advancement Via Individual Determination (AVID) students. Additionally, the counseling office now oversees the Master schedule. Counselors visit the local feeder middle schools in the spring to facilitate the enrollment and scheduling process. Once enrolled, all students at Silverado will

meet with their counselor to develop their 4 year plan, a plan which they revisit throughout the high school career. All students are encouraged to participate in dual enrollment and concurrent enrollment. Finally, the process to request a schedule change through the counseling office has been expedited by sending an electronic request to the administrator over the counseling office who then triages it to the correct counselor if a change can be made. This has made the process of balancing classes at the beginning of each semester much faster.

The benefits of these changes are already evident in our increased graduation rates, increased A-G certification, and increased access to academic testing. The academic testing includes SAT testing and PSAT testing (available to 9th, 10th, and 11 grade students) that is free of charge and taken during the school day. Advanced Placement classes have also expanded due to increased effort to place students into those classes. Staff and students have also benefited from class sizes that are leveled. Many of these changes have been made easier by the implementation of an electronic system for registration and a senior graduation check that is easily accessible online. When counselors provide individual career and college options, they also encourage fulfillment of completion of a career pathway, resulting in green on the California dashboard.

V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

The schoolwide action plan is attached. Continuation of goals and action plan items are delineated in green. Any items that cease to exist or required revision are noted by strike through. The only major changes to the subsequent action plans are the discontinuation and elimination Destination College Grant as well as the expansion of the specific "Kagan" strategies to a broader definition of engagement strategies.



Silverado Action Plans

Single Plan for Student Achievement 2015-2016

2015-2016 Single Plan for Student Achievement (SPSA) Goals

Goal 1: Increase student achievement: Silverado High School's time and resources will be strategically invested to support collaboration of the staff. Professional Learning Communities (PLCs) will continue to be focused around the design and pacing of Common Core State Standards and Next Generation Science Standards. Increased student achievement includes an increase in Silverado High School students who graduate from Silverado High School college and career ready.

Goal 2: Provide targeted interventions and support for underperforming students: An Early Warning System and Intervention System and team will be developed with the specific purpose of identifying struggling students early in an effort to create interventions to improve their academic success and close the achievement gap of our most underperforming students. Additionally, disproportionate subgroups will be focused on in an effort to decrease instances of academic and behavioral deficits amongst these populations. Silverado will employ high-quality, research-based strategies to achieve these goals.

Goal 3: Create a College Going Culture: Silverado will focus on creating a college-going culture through raising college-going awareness and establishing A-G default curriculum for all students.

Goal 4: Increase student engagement: In an effort to both increase student achievement and reduce our suspension/expulsion rates schoolwide, Silverado will focus on the current disproportionality that has been identified.

Goal 5: Silverado High School will endeavor to increase family engagement on campus in an effort to support the success of the four aforementioned school goals.



2015-16 WASC Schoolwide Action Plan

Critical Academic Need # 1: Create a college going culture by increasing the number of students who have met the a-g UC/CSU requirements and who are college/career ready.

Critical Academic Need # 2: Improve the academic achievement and proficiency in core content areas for English Language Learners.

Critical Academic Need # 3: To encourage students to maximize their learning, increase the number of students taking Advanced Placement courses and passing the AP Exams

Critical Academic Need # 4: Create a strong campus-wide PLC culture that focuses on the development of common assessments and an analysis of student data to modify instruction

Critical Academic Need # 5: Improve instructional planning and delivery practices school side to include technology and high yielding instructional strategies in order to provide CCSS, NGSS, and 21st Century rigorous learning opportunities for all students.

Critical Academic Need # 6: Develop a school wide response to intervention to ensure all students have timely access to academic supports and behavioral modifications.

Critical Academic Need # 7: Increase student participation and offerings in College and Career Readiness programs such as CTE pathways and AVID

Critical Academic Need # 8: Develop a counseling action plan to ensure all students receive equal access to accurate college and career supports and academic scheduling



2016-2017 WASC Action Plan will be imbedded with the Single Plan for Student Achievement

Goal 1:

WASC Critical Academic Needs- Create a college going culture by increasing the number of students who have met the A-G UC/CSU requirements and who are college and career ready. (SPSA Goal #1 and SPSA Goal #3)

Summary of Current Status/Data (All/Significant Subgroups if Applicable) and Identified Need

District Instructional Guides, Resources, and Assessments:

- The VVUHSD has worked closely with English and Math teams in establishing new pacing guides as they transition to the Integrated Math sequence and Common Core Standards. The VVUHSD also supports all subjects in establishing and strengthening Professional Learning Communities and common assessment.
- District and site led teacher release and Collaboration Days are currently planned throughout the year to continue writing units, assessments, pacing guides, etc.
- A focus will be to analyze data on a regular basis to modify pacing plans and common assessments to better meet student outcomes.

A-G Completion

- Data indicates that the A-G completion rate has continued to decline for the last 4 years.
- A major focus will be to create a college-going culture by raising college-going awareness and establishing an A-G default curriculum for all students.

AP Enrollment

- The number of students taking AP Exams and the number of exams taken has significantly decreased in the last three years.
- The pass rate has declined. In 2012-2013 the AP Pass Rate was 19%, 2013-2014 the AP Pass Rate was 20%, and 2014-2015 the AP Pass Rate was 13%
- A focus will be to increase enrollment in AP courses while at the same time helping to ensure students successfully complete the course as measured by the AP Pass Rate.



Support Programs

- Although the funding ended this year, Silverado had an ongoing partnership with the Gear Up program through Victor Valley College (VVC). Gear Up targeted cohorts in 11th and 12th grades, with the main focus to provide a college-going for these students. Gear Up provided Princeton Review SAT Prep free of charge for students at Silverado.
- SAT Prep class through our partnership with FEV Tutoring free of charge to approximately 80 juniors in advance of their May 7th SAT exam. The format for this prep class included the following: A 5 hour SAT Diagnostic test designed to replicate the actual SAT exam taken on one of two Saturdays in February. Based on their performance on this diagnostic, individual SAT Prep/Review plans were created for each student by their live FEV Tutor. Then, for 10 consecutive Mondays, students logged on to live tutoring sessions for 2 hours each Monday afternoon to receive individually created SAT Prep/Review. At the conclusion of the 10 week prep sessions, a final diagnostic was given to determine point growth. An average of 200 points (or more) improvement is expected based on historical data from FEV Tutoring.
- Silverado High School students were also given access to Upward Bound. Upward Bound is a program provided through a partnership with Victor Valley College that helps students by providing academic success, activities, graduation and preparation for college.

Action Plan	Evidence of Action Implemented/ Effectiveness	Timeline	Funding Source	Person(s) Responsible
Silverado High School will support the research-based AVID program in an effort to assist this typically underserved population in creating a college and career going culture. (SPSA #1 and SPSA #3)	*AVID enrollment in all grades *AVID Professional Development and teacher training	2016-2017 2017-2018 2018-2019	Title I	Administration, Teachers, Counselors
Silverado High School will retain its partnership with Destination College in an effort to promote the college-going culture among Silverado students served by the Destination College cohort. (SPSA #1 and SPSA #2)	*Destination College Contract *Destination College advisor, student/parent workshops and sign-in sheets	2016-2017	Title I	Administration, Destination College-Adviser



<p>Silverado High School will focus on raising college-going awareness by establishing and implementing an A-G default curriculum for all students through a 4-year plan for every student beginning in grade 9. (SPSA #1 and SPSA #3)</p>	<ul style="list-style-type: none"> *Student Grades *A-G Certification Rates *Classroom Observations *Common Formative Assessment Results * Standardized test results *Graduation Results *College Entrance Data *Master Schedule 	<ul style="list-style-type: none"> * August 2016 - May 2017 2017-2018 2018-2019 	<p>Title I</p>	<p>Administration Counselors</p>
<p>Silverado High School staff will require administrative approval for any deviation from the default a-g curriculum (exclusive of Special Education). (SPSA #1 and SPSA #3)</p>	<ul style="list-style-type: none"> *Master Schedule 	<ul style="list-style-type: none"> * Ongoing but completion by May 2017 *Continuous 	<p>Title I</p>	<p>Administration, Counselors</p>
<p>Silverado High School staff will explore elimination of the limited usage of Life Science as a science course. (SPSA #1 and SPSA #3)</p>	<ul style="list-style-type: none"> * Admin/Department Mtg Agenda * Course Enrollment * Completion Data 	<ul style="list-style-type: none"> May 2017 	<p>Title I</p>	<p>Administration, Counselors, Science Department</p>
<p>Silverado High School will provide in-class intervention and supports to aid struggling students so that they are afforded every opportunity to be successful in the a-g curriculum. (SPSA #1 and SPSA #3)</p>	<ul style="list-style-type: none"> * Increase passage rate by students in a-g courses (A-G Completion Data) *Provide targeted academic interventions including but not limited to After/ School Tutoring, SST, etc. 	<ul style="list-style-type: none"> Ongoing but steps completion by May 2017 *Continuous 	<p>Title I</p>	<p>Administration, Teachers, and Counselors</p>



Evaluation of Progress:

The Silverado High School administrative team, leadership team, and counselors will evaluate progress towards the identified goal by January 16, 2017, and continue evaluation throughout the current term of accreditation.

Metrics: Classroom Observation Data, Student Achievement Data-grades, A-G Completion Rate, AP Enrollment, Post-Secondary Education Plans, SPED Post-Secondary Education Data, and other relevant data.



Goal 2:

WASC Critical Academic Needs- Improve the academic achievement and proficiency in core content areas for English Language Learners. (SPSA #2 and SPSA #4)

Summary of Current Status/Data (All/Significant Subgroups if Applicable) and Identified Need

CELDT Performance

- Decreases in student enrollment continues to be commensurate with decreases in the number of students taking the CELDT test. However, the percentage of EL students scoring Early Advanced and Advanced has increased each year. The EL subgroup, however, continues to be an area of concern for Silverado High School on other accountability measures.
- A focus will be to analyze EL student achievement data and collaborate with our district office EL Coordinator to increase student learning and to reduce the achievement gap of our EL subgroup population.

Re-classification Data

- Decline in EL students being reclassified as Redesignated Fluent-English Proficient (R-FEP) since 2013-2014.
- Note: District-wide, beginning in 2013-2014, EL and RFEP students are tagged separately (explains discrepancy from 2012-2013 data)
- A focus will be to develop curriculum, instruction, and grading practices within EL classes that supports their learning goals.

Graduation Rate

- Decline in EL students graduating: 2012-2013 = 77% ; 2013-2014 = 76% ; 2014-2015 = 74%



Action Plan	Evidence of Action Implemented/ Effectiveness	Timeline	Funding Source	Person(s) Responsible
Silverado High School will utilize Edge curriculum and Academic English curriculum (a supplementary literacy intervention curriculum) for our lowest level readers including EL students in an effort to support student achievement and close the achievement gap. (SPSA #2)	<ul style="list-style-type: none"> * CELDT Data * Reclassification Data * EL Student Achievement Data-Grades * Master Schedule * SBAC Data 	2016-2017 *Ongoing	Title I	Administration, Counselors, Teachers
Silverado High School will provide after-school intervention tutoring to promote literacy, including mathematical, scientific, and cultural literacy, to close the achievement gap. (SPSA #2)	<ul style="list-style-type: none"> * After-School Tutoring * CELDT Data * Reclassification Data * EL Student Achievement Data * SBAC Data 	2016-2017 *Ongoing	Title I	Administration, Teachers
Silverado High School will provide credit recovery interventions for all students using APEX online credit recovery program both during school and after school. (SPSA #2)	<ul style="list-style-type: none"> * APEX enrollment * CELDT Data * Reclassification Data * EL Student Achievement Data-Grades * Master Schedule 	2016-2017 *Ongoing	Title I	Administration, Counselors, Teachers



<p>Silverado High School will implement EL Performance Goals such as improving CELDT scores, reclassification rate, and EL student achievement data through intervention practices including but not limited to After-School Tutoring, ensuring access to Rosetta Stone (newcomer in ELD I, II course) and scheduling a support class in conjunction with his or her English class. (SBAC #2 and SPSA #4)</p>	<p>* CELDT Data * Reclassification Data * EL Student Achievement Data-Grades * Master Schedule</p>	<p>2016-2017 *Ongoing</p>	<p>Title I Economic Impact Aid/State Compensatory Education (EIA) District Resources</p>	<p>Administration, Counselors, Teachers</p>
<p>Silverado High School will build a stronger connection between the school and our EL families, and to help them build a greater understanding of the workings of the school, SHS will offer and ensure accessibility to our SHS Family Engagement Center and our ELAC /DELAC meetings. (SBAC #2 and SPSA #4)</p>	<p>*SHS Family Engagement Center Agenda/sign-in sheets *Parent Workshops *ELAC/DELAC Agenda</p>	<p>Ongoing; data review in January 16, 2017 and May 1, 2017 *Continuous</p>	<p>Title I Economic Impact Aid/State Compensatory Education (EIA)</p>	<p>Administration, Counselors, EL Coordinator, teachers, Family Engagement Center</p>
<p>Silverado High School will utilize a site-based EL Coordinator to focus on student achievement of our EL students. In addition, Silverado will utilize its two (2) classified bilingual associates to support and provide additional interventions for our EL students. (SPSA #2)</p>	<p>* CELDT Data * Reclassification Data * EL Student Achievement Data-Grades * SBAC Data</p>	<p>2016-2017 *Ongoing</p>	<p>Title I Economic Impact Aid/State Compensatory Education (EIA)</p>	<p>Administration, EL Coordinator, teachers</p>
<p>Evaluation of Progress: The Silverado High School administrative team and counselors will evaluate progress towards the identified goal by January 16, 2017. Silverado High School will strengthen the home-school connection by continuing to maintain open and effective lines of two-way communication. Evaluation of this goal occurs annually through the SPSA Evaluation.</p>		<p>Metrics: CELDT Data, Student Achievement Data, Graduation Rates, Reclassification Data, Student grade distribution (# of Ds and Fs decrease)</p>		



Goal 3:

WASC Critical Academic Needs- To encourage students to maximize their learning, Silverado will increase the number of students taking Advanced Placement courses and passing the AP Exams. (SPSA #1 and SPSA #3)

Summary of Current Status/Data (All/Significant Subgroups if Applicable) and Identified Need	Action Plan	Evidence of Action Implemented/ Effectiveness	Timeline	Funding Source	Person(s) Responsible
<p>AP Enrollment</p> <ul style="list-style-type: none"> The number of students taking AP Exams and the number of exams taken has significantly decreased in the last three years. A focus will be to increase enrollment in AP courses and to encourage all AP students to take AP exams each spring. <p>AP Pass Rate</p> <ul style="list-style-type: none"> The pass rate has declined. In 2012-2013 the AP Pass Rate was 19%; 2013-2014 the AP Pass Rate was 20%; and 2014-2015 the AP Pass Rate was 13% A focus will be to ensure students successfully complete the course as measured by the AP Pass Rate. 	<p>Silverado will promote the professional development of our AP Program teachers in an effort to increase student enrollment and pass rate.</p> <p>(SPSA #1)</p>	<ul style="list-style-type: none"> * AP Enrollment * AP Pass rate * AP Professional Development * AP Professional Learning Communities 	<p>2016-2017</p> <p>*Ongoing</p>	<p>Title I</p>	<p>Administration, AP teachers, counselors</p>



<p>Silverado High School will coordinate assignment efforts as well as summer AP Institutes to improve instructional strategies and preparation for AP Readiness. (SPSA#3)</p>	<ul style="list-style-type: none"> * AP Enrollment * AP Pass rate * AP Professional Development * AP Professional Learning Communities 	<p>2016-2017 *Ongoing</p>	<p>Title I</p>	<p>Administration, AP teachers, counselors</p>
<p>Silverado High School will evaluate PSAT data specifically (AP Potential report) to increase enrollment in AP courses. (SPSA #1 and SPSA #3)</p>	<p>*AP Enrollment</p>	<p>2016-2017 *Ongoing</p>	<p>Title I</p>	<p>Administration, counselors</p>
<p>Silverado High School will continue to analyze AP performance data. Silverado High School will provide interventions throughout the year for students who are struggling in their AP courses, which include but are not limited to, grade report analysis at each grading period to identify students with low grades as well as provide access to online AP support such as Schmoop, etc. (SPSA #1 and SPSA #3)</p>	<p>*AP Pass Rate Schmoop Activity Report</p>	<p>2016-2017 *Ongoing</p>	<p>Title I</p>	<p>Administration, AP teachers, counselors, AP-PLC</p>
<p>Evaluation of Progress: The Silverado High School administrative team will evaluate Advanced Placement enrollment and pass rate annually.</p>		<p>Metrics: AP enrollment, AP Pass rate, PSAT data, AP student achievement-grade distribution (quarter, semester)</p>		



Goal 4:

WASC Critical Academic Needs: Create a strong campus-wide PLC culture that focuses on the development of common assessments and an analysis of student data to modify instruction (SPSA Goal #1 and SPSA Goal #2)

Summary of Current Status/Data (All/Significant Subgroups if Applicable) and Identified Need

District Instructional Guides, Resources and Assessments

- District and site led teacher release Collaboration Days are currently planned throughout the year to continue writing units, assessments, pacing guides, etc.
- Silverado High School Teachers will continue to utilize School City- district data system- to analyze facilitate and strengthen established PLCs

PLC Groups

- Silverado High School currently has PLC in existence by department and grade level
- A focus on will be creating a strong campus-wide PLC culture that develops common assessments and analyzes data on a regular basis

WASC 2016 Recommendation



Action Plan	Evidence of Action Implemented/ Effectiveness	Timeline	Funding Source	Person(s) Responsible
<p>Silverado High School will continue to facilitate the strengthening of school wide PLC culture that focuses on grade level and discipline level. Specifically, PLCs will meet regularly to create common assessments and conduct data analysis to inform instruction. (SPSA #1 and SPSA #2)</p>	<ul style="list-style-type: none"> * Established grade/discipline PLCs with identifiable common assessments; meet regularly to analyze data to inform instruction * Increase in student achievement/ student grades 	<p>2016-2017 *Ongoing</p>	<p>Title I</p>	<p>Administration, PLC Leads, Department chairs, teachers</p>
<p>Silverado High School administration will provide support for all PLCs to assist in creating common assessments/ interventions/ reteaching opportunities resulting in an increase of student intervention. (SPSA #1 and SPSA #2)</p>	<ul style="list-style-type: none"> * Professional Development opportunities * Class Observation/ share-observe best practices * Increase student achievement/ student grades 	<p>2016-2017 *Ongoing</p>	<p>Title I</p>	<p>Administration, PLC Leads, Teachers</p>
<p>Evaluation of Progress: The Silverado High School administrative team, PLC Leads, and department chairs will evaluate progress towards identified goals by January 16, 2017, and continue this evaluation annually through the SPSA evaluation.</p> <p>Metrics: Student Achievement Data-grades, Identifiable PLC practices- Common Assessments, Analysis of Student Data</p>				



Goal 5:

WASC Critical Academic Needs- Improve instructional planning and delivery practices school wide to include technology and high yielding instructional strategies in order to provide CCSS, NGSS, and 21st Century rigorous learning opportunities for all students. **(SPSA Goal #1 and SPSA Goal #2)**

Summary of Current Status/Data (All/Significant Subgroups if Applicable) and Identified Need

District Instructional Guides, Resources, and Assessments:

- The VVUHSD has worked closely with English and Math teams in establishing new pacing guides as they transition to the Integrated Math sequence and Common Core Standards. The VVUHSD also supports all subjects in establishing and strengthening Professional Learning Communities and common assessment using School City to regularly analyze data to better meet student outcomes.
- District and site led teacher release and Collaboration Days are currently planned throughout the year to continue writing units, assessments, pacing guides, Kagan Strategies, etc.
- Silverado High School will continue to encourage and support the use of technology school wide to all teachers.

Assessment Data:

- Smarter Balance Assessment Consortium data indicates low percentage of student achieving "Standards Met" or "Standard Exceed" performance level.
- Decreases in student enrollment continues to be commensurate with decreases in the number of students taking the CELDT test. However, the percentage of EL students scoring Early Advanced and Advanced has increased each year. The EL subgroup, however, continues to be an area of concern for Silverado High School on other accountability measures.
- Decline in EL students being reclassified as Redesignated Fluent-English Proficient (R-FEP) since 2013-2014.

A-G Completion

- Data indicates that the A-G completion rate has continued to decline for the last 4 years.
- A major focus will be to create a college-going culture by raising college-going awareness and establishing an A-G default curriculum for all students.

2016 WASC recommendation



Action Plan	Evidence of Action Implemented/ Effectiveness	Timeline	Funding Source	Person(s) Responsible
<p>Silverado High School will continue to utilize the research based Kagan Instructional Strategies and other engagement strategies and practices to assist teachers in providing rigorous learning opportunities. (SPSA #1 and SPSA #2)</p>	<ul style="list-style-type: none"> *SBAC data *PLC data — Common Formative Assessments *Student Grade Distribution report * Kagan Strategies observed/ documented in class observations 	<p>2016-2017 *Ongoing</p>	<p>Title I</p>	<p>Administration, Teachers</p>
<p>Silverado High School will continue to encourage and support the use of technology school wide to assist teachers in creating and developing rigorous learning opportunities. (SPSA #1 AND SPSA #2)</p>	<ul style="list-style-type: none"> *SBAC data *Technology use in classrooms documented * District Technology plan 	<p>2016-2017 *Ongoing</p>	<p>Title I, LCAP, General Fund</p>	<p>Administration, Teachers</p>
<p>Silverado High School will continue to provide support to Professional Learning Communities throughout the school year focusing on data analysis, grade level/ discipline specific collaboration, and the development/analysis of common formative assessments. (SPSA #1 and SPSA #2)</p>	<ul style="list-style-type: none"> *SBAC data *PLC data — Common Formative Assessments *Student Grade Distribution report 	<p>2016-2017 *Ongoing</p>	<p>Title I</p>	<p>Administration, PLC Leads, Department chairs, teachers</p>



<p>Silverado High School will continue to provide an EL site-based coordinator that focuses on the student achievement of our EL students. Silverado High School will provide various support including but not limited to AVID Professional Development (SPSA #1 and SPSA #2)</p>	<p>*SBAC data *EL data *Re-classification data *Student Grade Distribution</p>	<p>2016-2017 *Ongoing</p>	<p>Title I Economic Impact Aid Fund/State Compensatory (EIA)</p>	<p>Administration, EL Site Coordinator, Counselors, Teachers</p>
<p>Silverado High School will focus on providing rigorous learning opportunities by establishing an A-G default curriculum for all students through a 4-year plan for every student. (SPSA #1)</p>	<p>*SBAC Data *A-G Certification Rates *Master Schedule *College-Going rates (Bridge data, Career Center data, etc.)</p>	<p>2016-2017 *Ongoing</p>	<p>Title I</p>	<p>Administration, Counselors</p>
<p>Evaluation of Progress: The Silverado High School administrative team, leadership team, and counseling team will monitor and evaluate progress towards the identified goal by January 16, 2017, and continue evaluation annually through the SPSA.</p>		<p>Metrics: Classroom Observation Data, Student Achievement Data-grades, SBAC, Advanced Placement enrollment and pass rate, etc., A-G Completion Rate, EL data, Post-secondary Education Data- Reg Ed and SPED student population and other relevant data.</p>		



Goal 6:

WASC Critical Academic Needs- Develop a school wide response to intervention to ensure all students have timely access to academic supports and behavioral modifications. (SPSA Goal #1 and SPSA Goal #2)

Summary of Current Status/Data (All/Significant Subgroups if Applicable) and Identified Need

Assessment Data:

- Smarter Balance Assessment Consortium data indicates low percentage of student achieving "Standards Met" or "Standard Exceed" performance level.
- Decreases in student enrollment continues to be commensurate with decreases in the number of students taking the CELDT test. However, the percentage of EL students scoring Early Advanced and Advanced has increased each year. The EL subgroup, however, continues to be an area of concern for Silverado High School on other accountability measures.
- Decline in EL students being reclassified as Redesignated Fluent-English Proficient (R-FEP) since 2013-2014.

AP Pass Rate

- The pass rate has declined. In 2012-2013 the AP Pass Rate was 19%; 2013-2014 the AP Pass Rate was 20%; and 2014-2015 the AP Pass Rate was 13%
- A focus will be to ensure students successfully complete the course as measured by the AP Pass Rate.

Student Data:

- Student Grades
- Student Discipline
- Student Attendance

WASC 2016 Recommendation



Action Plan	Evidence of Action Implemented/ Effectiveness	Timeline	Funding Source	Person(s) Responsible
<p>Silverado High School recognizes that student achievement needs to improve across all subgroups. Silverado High School will provide support to Professional Learning Communities throughout the school year focusing on data analysis, grade level/ discipline specific collaboration, and the development/analysis of common formative assessments. (SPSA #1 and SPSA #2)</p>	<ul style="list-style-type: none"> * Established grade/discipline PLCs with identifiable common assessments; meet regularly to analyze data to inform instruction * Increase in student achievement/ student grades 	<p>2016-2017 *Ongoing</p>	<p>Title I</p>	<p>Administration, PLC Leaders, Teachers</p>
<p>Silverado High School will implement EL Performance Goals such as improving CELDT scores, reclassification rate, and EL student achievement data through intervention practices including but not limited to After-School Tutoring, ensuring access to Rosetta Stone (new-comer in ELD I, II course) and scheduling a support class in conjunction with his or her English class. (SBAC #2)</p>	<ul style="list-style-type: none"> *CELDT Data *Reclassification Data *EL Student Achievement Data- Grades *Master Schedule 	<p>2016-2017 *Ongoing</p>	<p>Title I Economic Impact Aid Fund/State Compensatory (EIA)</p>	<p>Administration, EL Site Coordinator, Counselors, Teachers</p>



<p>Silverado High School will hire an On-Campus Intervention teacher and Intervention Counselor to support behavioral, academic, and attendance interventions for our lowest performing students. (SPSA #2)</p>	<p>*SBAC Data *Student Grades *Student discipline/attendance</p>	<p>2016-2017 *Ongoing</p>	<p>Title I</p>	<p>Administration; On-Campus Intervention Teacher; Intervention Counselor</p>
<p>Silverado High School will purchase "Read 180" — a supplementary intervention curriculum for our lowest level readers receiving literacy intervention in grades 9 and grades 10. Professional Development opportunities will continue to be provided. (SPSA #2)</p>	<p>*SBAC Data *Student Grade Distribution</p>	<p>2016-2017 *Ongoing</p>	<p>Title I</p>	<p>Administration, Deborah Pecheur-Read Read 180 Teacher</p>
<p>Silverado High School will continue its implementation of Positive Behavior Intervention Supports (PBIS) in an effort to provide Early Warning System, Tier 1, Tier 2, and Tier 3 interventions to our most underperforming students in an effort to close the achievement gap. (SPSA #2)</p>	<p>*Student Discipline Data *Student Attendance Data</p>	<p>2016-2017 *Ongoing</p>	<p>Title I</p>	<p>Administration, PBIS Team</p>
<p>Silverado High School will provide credit recovery interventions for all students using APEX online credit recovery program both during school and after school. (SPSA #2)</p>	<p>*APEX Rosters *APEX After-school (7th per.) *Master Schedule *Credit Recovery data (transcripts)</p>	<p>2016-2017 *Ongoing</p>	<p>Title I</p>	<p>Administration, APEX Teachers, Counselors</p>



<p>Silverado High School will provide in-school and after-school intervention tutoring to promote literacy (including mathematical, scientific, and cultural literacy) to all students (Regular Education, SPED, EL). In addition, Saturday School will also be provided to promote attendance, academic, and behavioral interventions. (SPSA #2)</p>	<p>*After-school Intervention tutoring *In-School Intervention Tutoring through FEV Online Tutoring *Student Attendance</p>	<p>2016-2017 *Ongoing</p>	<p>Title I</p>	<p>Administration, Teacher tutors</p>
<p>Evaluation of Progress: The Silverado High School administrative team, Intervention Counselor, On-Campus Intervention Teacher, and Leadership Team will evaluate progress towards the identified goal by January 16, 2017, and continue annual evaluation via the SPSA.</p>		<p>Metrics: Student Achievement Data, EL Data (CELDI, Reclassification Data), Graduation Data, Student grade distribution, Attendance Data</p>		



Goal 7:

WASC Critical Academic Needs- Increase student participation and offerings in College and Career Readiness programs such as Career Technology Education pathways and AVID (SPSA Goal #1 and SPSA Goal #3)

Summary of Current Status/Data (All/Significant Subgroups if Applicable) and Identified Need				
<u>Career Technology Education (CTE):</u>				
<ul style="list-style-type: none"> Silverado High School currently offers a Medical Pathway to students. The Medical Pathway allows students to take Medical Terminology, Emergency Response, Child Development, Culinary Arts. Targeted focus on Culinary Arts as a pathway 				
<u>AVID:</u>				
<ul style="list-style-type: none"> Silverado High School is proud to report that the long-time Silverado AVID Program is currently identified as a "Highly Certified" by the AVID Center. 				
<u>WASC 2016 Recommendation</u>				
Action Plan	Evidence of Action Implemented/ Effectiveness	Timeline	Funding Source	Person(s) Responsible
Silverado will focus on creating and developing more CTE classes to increase student participation as well as the opportunity to enroll in more course offerings. (SPSA #1 and SPSA #3)	<ul style="list-style-type: none"> * Increase in student enrollment in CTE classes * Increase in CTE course offerings 	Spring 2017 *Ongoing	ROP/Perkins, CTE, general fund	Administration, Collaboration with district CTE/ROP Office, Counselors



<p>Silverado High School will continue to support the research based AVID Program in an effort to support this typically underserved population in a college/career going culture. (SPSA #1 and SPSA #3)</p>	<ul style="list-style-type: none"> * Student Achievement Data (grades, attendance, etc.) * SBAC Data * A-G Certification Rates * Graduation Rates * College Entrance Data * K16 Bridge Data * Increase in AVID Enrollment 	<p>2016-2017</p> <p>* Ongoing</p>	<p>Title I</p>	<p>Administration, Counselors, AVID Coordinator, AVID Teachers</p>
<p>Evaluation of Progress: The Silverado High School administrative team, district ROP/CTE Office, CTE Department Chair, and AVID Site Coordinator will evaluate progress towards the identified goal by January 16, 2017, and continue annual evaluation via the SPSA.</p>				<p>Metrics: Increase in number of students enrolled in CTE and AVID courses as well as increase in CTE and AVID course offerings; CTE Student Certification pathway data; College Entrance Data; Student Achievement Data</p>



Goal 8:

WASC Critical Academic Needs- Develop a counseling action plan to ensure all students receive equal access to accurate college and career supports and academic scheduling. (SPSA #2 and SPSA #3)

Summary of Current Status/Data (All/Significant Subgroups if Applicable) and Identified Need

Counseling Department:

- Three (3) counselors serving grades 9, 10, 12 with student divided by alpha
- One (1) intervention Counselor to support behavioral, and academic intervention to our lowest performing students as well as serve grade 11.

College Entrance rates

- Victor Valley Community College "Bridge Program" data

Career Technology Education (CTE):

- Silverado High School currently offers a Medical Pathway to students. The Medical Pathway allows students to take Medical Terminology, Emergency Response, Child Development, Culinary Arts.

Advanced Placement Enrollment Data

- The number of students taking AP Exams and the number of exams taken has significantly decreased in the last three years.
- A focus will be to increase enrollment in AP courses and to encourage all AP students to take AP exams each spring.

A-G Completion Data

- Data indicates that the A-G completion rate has continued to decline for the last 4 years.
- A major focus will be to create a college-going culture by raising college-going awareness and establishing an A-G default curriculum for all students.

ACT/SAT Data

- ACT: The percentage of students taking the ACT has increased to from 7% to 10 % since 2012.
- SAT: The percentage of students taking the SAT has increased with student performance below the state and national average.



Graduation Rate

- Data indicates that there has been an improvement in maintaining the size of the senior class which has resulted in large graduating classes that consistently meet graduation criteria. The Graduation Rate data reflects a growth from 83% in 2013 to 88% in 2015.

Dropout Rate:

- Dropout rate has continued to decline from 153 to 53 reflective of 2013 to 2015 school years.

WASC 2016 Recommendation

Action Plan	Evidence of Action Implemented/ Effectiveness	Timeline	Funding Source	Person(s) Responsible
<p>Silverado High School Counseling Department will implement the use of a Four-Year Education Plan for each student. This Four-Year Education Plan will include the identified requirements for VVUHSD graduation requirements, CSU/UC requirements, and/or Career Pathways. Counseling will share-out Four-Year Education Plan with all stakeholders. (SPSA #3)</p>	<p>* Student Grades * A-G Certification Rates * Graduation Results * College Entrance Data * Four-Year Education Plan * Communication of Career Pathways</p>	<p>* 2016-2017 * Ongoing</p>	<p>Title I (Intervention Counselor)</p>	<p>Administration and Counselors</p>
<p>Silverado High School Counselors will actively engage in meeting with students to monitor and discuss short term/long term goals relative to graduation and college and career planning. (SPSA #3)</p>	<p>** Student Grades * A-G Certification Rates * Graduation Results * College Entrance Data * Four-Year Education Plan</p>	<p>2016-2017 * Ongoing</p>	<p>Title I (Intervention Counselor)</p>	<p>Administration and Counselors</p>



	*Communication of Career Pathways			
Silverado High School and its Counseling Department will continue to support the established partnership efforts with Destination College to promote our college-going culture. (SPSA #3)	*Destination College Contract *Destination College advisor, student/parent workshops and sign-in sheets	2016-2017	Title I	Administration and Counselors
Silverado High School will continue to utilize Intervention Counselor to support behavioral, academic, and attendance interventions for our lowest performing students. (SPSA #2)	*SBAC Data *Student Grades *Student discipline/attendance	2016-2017 *Ongoing	Title I	Administration, Intervention Counselor
Silverado High School will focus on raising college-going awareness by establishing and implementing an A-G default curriculum for all students through a 4-year plan for every student beginning in grade 9. (SPSA #3)	*Student Grades *A-G Certification Rates *Classroom Observations *Common Formative Assessment Results * Standardized test results * Graduation Results * College Entrance Data * Master Schedule	* 2016-2017 *Ongoing	Title I	Administration and Counselors



<p>Silverado High School staff will require administrative approval for any deviation from the default a-g curriculum (exclusive of Special Education). (SPSA #3)</p>	<p>*Master Schedule</p>	<p>* Ongoing but implementation by May 2017</p>	<p>Title I</p>	<p>Administration and Counselors</p>
<p>Evaluation of Progress: The Silverado High School administrative team and counseling department will evaluate progress towards the identified goal by January 16, 2017, and continue annual evaluation via the SPSA.</p>		<p>Metrics: Classroom Observation Data, Student Achievement Data-grades, A-G Completion Rate, AP Enrollment, Post-Secondary Education Plans, SPED Post-Secondary Education Data, and other relevant data.</p>		