

**MID-CYCLE VISIT  
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**SILVERADO HIGH SCHOOL**

**14048 Cobalt Road  
Victorville, CA 92392**

**Victor Valley Union High School District**

**Self- Study Visit April 24-27, 2016**

**Mid-Cycle Visit March 4-5, 2019**

**Visiting Committee Members**

Ms. Mary Kleinvachter, Chairperson  
Co-WASC Coordinator, Teacher, & Social Science Dept. Chair, Hamilton HS

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Woodcrest Junior High School, Chino Valley Unified School District

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## I. Introduction

### Include the following:

- **General comments about the school, its setting, and the school's analysis of student achievement data.**
- **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.**
- **Briefly comment on the school's follow-up process. Include a description of the committee that has been responsible for overseeing the progress of the school's action plan and the preparation for the visit.**
- **Describe the process used to prepare the progress report.**

Silverado High School was established in 1996 as the second comprehensive high school in the Victor Valley Union High School District. Silverado High School is located in the city of Victorville, California. Since its opening two other comprehensive high schools have opened within the district: Adelanto High School (2012-2013) and Cobalt Institute of Math and Science (CIMS) (2013-2014). This has caused fluctuation within the student population of Silverado High School. The current student population for the 2018-2019 school year is at 2,252 students. This is a slight increase in students since the full self-study in 2016 when the population was at 2,222.

The student population is somewhat evenly dispersed across the grade levels, with the largest class being the 10<sup>th</sup> grade and gender composition is evenly dispersed between boys and girls. The demographics of the student population has changed over the past decade but remained fairly constant with only a slight shift since the full visit in 2016. Currently the ethnic makeup of the school is primarily Hispanic/Latino at 64%, Black/African American at 21%, White/Non-Hispanic at approximately 6%, and Multi-ethnic at 4%. This is reflective of a shift from 57%, 27%, 10%, and less than 1% respectively from the time of the full visit in 2016.

Silverado High School currently has 135 students identified as Gifted and Talented Students (GATE), which is a slight decrease from previous years. They are primarily serviced through programs such as Extended College Prep (formally Honors classes) for students within ninth and tenth grades and Advancement Placement courses for those students in eleventh and twelfth grades. The school has experienced an increase in its Special Education population from 373 in 2016 to the current population of 405, almost 16% of the total student population. The school attributes this increase partially due to a larger presence of Special Education identification from feeder districts as students leave elementary districts and matriculate into their high school district. The ROP/CTE enrollment has increased since the full visit in 2016. There are currently 1,149 students enrolled within these courses up from 1,096 in 2016. The school attributes this to the development and expansion of CTE courses and all CTE courses are now A-G certified. The number of students enrolled within the AVID program has also increased to 178 due to more AVID sections being added into the Master Schedule and additional AVID teachers.

The number of ELLs increased from 159 in 2015-2016 school year to that of 190 in 2018-2019 with 77 classified as Fluent-English Proficient (FEP) and 469 students were classified as Re-designated FEP (R-FEP). The enrollment of English Learners began increasing again in the 2016-2017 school year as did the English Language Learner populations. The

increase in R-FEP students can be attributed to a district-wide focus on accurate CELDT assessment and re-designation processes.

Silverado High School's attendance and truancy rates have shown improvement over the past two years. They have implemented systematic efforts to raise attendance via SARB, Alternatives to Suspension, and other programs. This has led to a "green" rating indicator on the school's state data dashboard. The suspension and expulsion rates have dramatically decreased since the 2015-2016 school year of 355 and 26 respectively and with the 2018-2019 school year, rates have fallen to 200 and 10 respectively. The school attributes this decrease to having a full-time On-Campus Intervention (OCI) program with a dedicated teacher. In addition, Silverado's discipline policy has shifted from punitive punishment to restoration and rehabilitation, with consideration given to district and Education Code expectations. They have also implemented invention opportunities and other means of behavior correction within their school-wide PBIS structure.

Silverado High School has increased their Average Daily Rate of Attendance (ADA) from 93.2% to 93.4% and has earned the "green" rating on the California Dashboard and shown improvement in the tracking and attention to attendance at the school site.

In 2016-2017, 74.8% of the student population qualified for the Free/Reduced lunch program. Starting with the 2018-2019 school year changes occurred in the LCAP/LCFF funding for schools, and as a result, the entire school district qualified for community-based eligibility thus allowing 100% of the student population to qualify and receive free breakfast/lunch/supper services regardless of income eligibility levels. Supper services are available three days per week and on the days that after school tutoring is offered.

One focus of the administration is on campus safety and students reported that they felt safe on their school campus but they want to have more connection between the teaching staff and students. There has been a shift in the number of teachers from 96 in 2015-2016 to 101 in 2018-2019. The teaching staff years at Silverado HS has also shifted showing a greater number of teachers (27) in the 1-5 years and another 27 in the 5-10 year category as compared to 10 and 36 in 2015-2016. The counselor to student ratio remains at approximately 1:500; consequently, some students reported having no contact with a counselor within a one to two year period.

Staff development currently is determined by teacher choice and on a voluntary basis during the buy-back days before the school year starts. Each school year, the staff completes a survey to determine the focus in using their Teacher Collaboration days approved by their collective bargaining unit and the district. Most of the collaboration days were used in preparation for the WASC visit and as PLC days within their curricular area. Some of the curricular areas have used these days to write common assessments and examine data derived from these assessments.

### **Student Performance Data – CAASPP Results**

Examining student data from the CAASPP, scores continue to be low for both ELA and Math; and dip below those of the 2015-2016 school year. ELA dropped from 45% to 39% meeting or exceeding standards and Math continues to lag - dropping from 10% to 7% of students meeting or exceeding standards. Not only has the percentage of students meeting/exceeding standards has dropped but the nearly met and not met has also dropped from 27% and 63% (respectively) in the 2015-2016 school year to 24% and 69%

(respectively). There are not any math interventions embedded with the school day, even though the SBAC scores remain so low.

### **PSAT and SAT Scores**

The Victor Valley Union High School District sponsors PSAT and SAT days allowing every 10<sup>th</sup> and 11<sup>th</sup> grader to take the test free of charge. Silverado High School has seen an increase in the number of students taking the exams; however, the scores on the exams continue to be significantly below the state and national averages. An SAT Prep class is offered through a partnership with FEV Tutoring at no charge to AVID juniors. An average of 200 points (or more) improvement continues to be the trend, based on this tutoring opportunity.

### **A-G Requirements**

The number of students meeting the A-G requirements has increased since the last full WASC visit. This can be attributed to the increase in A-G classes offered, approval of CTE courses to A-G requirements, and mandating A-G curriculum for all students (except special education or those students who have been granted a deviation directly approved by an administrator). Signs are posted on the outside of doors showing that the class meets the A-G requirements and which category it fulfills.

### **Dropout and Graduation Rates**

The dropout rate has fallen considerably since the last visit. During the 2015-2016 school year, the number of students who dropped out was 72 with a graduation rate of 73% and during the 2017-2018 school year there were only 16 dropouts and the graduation rate rose to 86%. With these changes coupled with the drop in suspensions and the rise in College and Career Readiness, Silverado HS has achieved a “green” status for the three categories on the CA Accountability Dashboard – being one of the only comprehensive high schools in the high desert to reach that status.

### **Family Engagement Center**

The Family Engagement Center was just being developed at the time of the last visitation and since that time, it has become a mainstay in parent and family communication. It has outgrown its previous campus location and has moved to the upper floor of the library building and it is responsible for all family and community-based activities both on and off campus. A variety of trainings are provided to families with one of the most productive trainings being the PIQE (Parent Institute for Quality Education) with close to 200 families graduating through the nine-week program. This has been a huge boost especially to the Spanish-speaking families where instruction is in their native language. There are plans in place to continue to offer the PIQE program annually through the center.

### **Career Center**

In the past, the Career Center had been the place for seniors to go to receive information and guidance on colleges, assistance in completing college applications, filling out FAFSA applications, and receive other career opportunities and information. With the retirement of the Career Guidance Technician last year, it has left a huge void as the Career Center was closed all of this school year. Students expressed concern and felt they struggled in

receiving information regarding post-secondary college and career opportunities and in the college application process without the assistance that was once available. Delay in hiring a new technician was in part due to the screening and hiring process involved. The visitation team was informed that a new technician was finally hired just prior to our visit and the center is scheduled to reopen on a regular basis.

## **PROGRAM CHANGES:**

### **Advanced Placement Courses**

The Advanced Placement teachers at Silverado High School remain committed to the philosophy of the College Board in increased enrollment through equal access to Advanced Placement courses. This philosophy is evidenced through the increase of students enrolling in AP classes, the number of AP classes offered, and the number of AP exams taken at Silverado High School. There has been an increase in the number of AP courses offered since the full self-study visit with the addition of new course offerings. The AP courses offered are: AP Language, AP Literature and Composition, AP Economics, AP US History, AP Government and Politics, AP Psychology, AP European History, AP Statistics, AP Calculus AB and BC, AP Physics, AP Biology, AP Environmental Science, AP Spanish, AP Studio Art, and AP Spanish. They have started an AP Boot Camp, which is now in its second year, and it is held just prior to the start of the school year. This boot camp involves activities in team building, time management skills, critical reading, critical thinking, and deconstruction prompts. Field trips for AP students is the culminating activity to the boot camp – the two field trips were to the LAMCA and to the Huntington Library. Tuesdays are AP t-shirt day where all AP students are encouraged to wear their AP t-shirts to help promote AP courses. There is an annual AP Parent Night in the spring of each school year that covers topics such as course expectations and commitment levels involved in the AP program.

### **Building Assets, Reducing Risks (BARR) Program**

With the start of the 2018-2019 school year, Silverado High School began its first year of the Building Assets, Reducing Risks (BARR) program. The program targets at-risk/incoming 9<sup>th</sup> grade students who require extra assistance with grades, discipline, and attendance in an effort to ease their transition into the high school environment, assure success, and progress towards graduation. The BARR team consists of six 9<sup>th</sup> grade teachers, an administrator, a counselor, and a LMFT counselor who meet weekly to discuss student issues, progress on grades, and other factors that affect the student's academic progress with ideas on how best to assist the student and their unique needs. The addition of this program is a direct response to 9<sup>th</sup> grade being an indicator of future graduation and dropout rates if these students fall behind academically. The BARR team faced a set-back this year when a math teacher had to be replaced and they are hoping to hit a "reset" with the start of the 2019-2020 school year. The new team will be attending additional BARR training this summer.

### **CTE Pathways**

Two additional Career and Technical Education (CTE) pathways have been added to the CTE course offerings at Silverado High School. New pathways include 'Information and Support and Services' and 'Public Safety', which join the existing pathways in Culinary Arts, Medical, and Child Development.

## **Special Education**

A co-chairperson has been added to help alleviate the existing burden on the Special Education Chair, as the population of Special Education students has risen to 16% of the student population at Silverado High School. Additional support has been added allowing for the creation of an Adult Transitions class and a Practical Assessment Exploration System (PAES) lab. The PAES lab concentrates on the development of life skills and assists in meeting the needs of the students. In addition, paraprofessionals started a systematic approach to training beginning with the 2018-2019 school year. The training offerings are online courses/modules that allow for the increased capacity for working with special education teachers and students in their respective RSP/SDC/SH/ED/Autistic classrooms.

## **Positive Behavior Intervention Strategies (PBIS)**

Silverado High School has implemented Positive Behavior Intervention Strategies (PBIS) at the Tier I level to date with the primary goal of reducing the number of suspensions and expulsions. There are two teachers assigned (one ELA and one Special Education) as PBIS coaches for the faculty and staff. They have posters of pre-determined behavior strategies posted in general areas: office, library, cafeteria, etc. Within the classroom, teachers receive a blank template poster and they create classroom behavior expectations unique to their curricular subject, periods, and students. The faculty has been trained on PBIS intervention procedures and the coaches have scheduled a "PBIS 101" training for all new teachers to be held the week immediately following the mid-term visit. The school opted to not purchase the PBIS Rewards option of the program rather they have implemented "Hawk Feathers" to recognize and reward those students following behavior expectations. A student of the month is chosen, from among those receiving Hawk Feathers, and subsequently featured in their monthly PBIS newsletter with their names being placed in a drawing for the end of the year rewards and recognition celebration. The school has received a "Bronze" status recognition for their achievements at the Tier I level.

## **FOLLOW-UP PROCESS AND PREPARATION OF REPORT**

After the full self-study visit three years ago, the Critical Areas of Need were written into the school's Action Plan and are embedded in the Single Plan for Student Achievement (SPSA) and aligned with the LCAP and district goals. The Critical Areas of Need are the driving factor behind expenditures made at the school site. The SPSA was reviewed and approved by the School Site Council (SSC) being updated as needed.

In preparation for the mid-term visit, the faculty and staff met in the fall of 2018, with those having three years plus of service, maintaining their existing Focus Groups and new staff was incorporated into these Focus Groups with one additional Focus Group being formed. They also discussed and examined data within their respective PLC Groups during their meetings on Collaboration Wednesdays. In December 2018 and January 2019, Focus Groups met for brainstorming sessions on progress achieved towards the Critical Areas of Need and the Schoolwide Action Plan. All Focus Group Leaders met in January 2019 for a full day WASC Pull-out Writing Day to aggregate findings on the Critical Areas of Need. On the next Collaboration Wednesday, Focus Group Leaders took their writings back to their Focus Groups for clarification/correction/ratification.

WASC was on the agenda for all parent meetings and information and presentations were made additionally at Coffee with Conkle, Muffins with Moms, and Donuts with Dads to keep all stakeholders aware of the progress made.

## II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide an analytical summary about the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section.
  - Note the evidence supporting the progress made and the impact made on 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 these issue(s) and include supporting evidence.
- 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.**

Silverado High School has made progress on Critical Academic Need #1 as evidenced by the following practices, programs and data observed:

- Increase in the number of students graduating college and career ready (46.2% class of 2018)
- Implementation of a Advanced Placement (AP) Readiness Camp
- College credit offerings on campus
- Articulation of Career and Technical Education (CTE) courses with Victor Valley College
- Increase offerings in AVID
- Implementation of College Fairs
- APEX course offerings embedded in the school day and after school for academic remediation.
- Increase in the number of courses that are designated A-G (50%-85%).
- Added three additional AP classes since the last visit.
- Increase in the number of students taking an AP class, taking an AP test and an increase in the AP pass rate.
- The Bridge program encourages every senior to apply to Victor Valley College whether they plan on attending or not.
- Increase in A-G completion rate

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

Silverado High School has made progress on Critical Academic Area #2 as evidenced by the following practices, programs, and data observed:

- Quality Teaching for English Learners (QTEL) Professional Development for Teachers.
- Grouping of EL students in the classroom allows for peer tutoring.
- All EL students are required to take a core English class.
- Parent Institute for Quality Education (PIQE) offered to parents.



- Newly adopted Mathematics curriculum and text that provides translated tests for Emergent Bilingual 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.**

Silverado High School has made progress on Critical Academic Area #3 as evidenced by the following practices, programs and data observed:

- AP Readiness Camp
- AP Field Trips
- Three new AP courses
- Increase in AP enrollment
- Increase in number of students taking AP classes
- Increase in AP pass rate
- AP teacher training

**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.**

Silverado High School has made progress on Critical Academic Area #4 as evidenced by the following practices, programs and data observed:

- Sharing of best instructional practices
- Plans for PLC training (Solution Tree), Summer 2019
- Use of School City for assessment data analysis (varies by department)
- Use of common assessment data results to drive instruction (varies by department)

**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 21<sup>st</sup> Century rigorous learning opportunities for all students.**

Silverado High School has made progress on Critical Academic Area #5 as evidenced by the following practices, programs and data observed:

- Almost 1 to 1 access of students to computer.
- Philosophical Chairs
- Socratic Seminar
- Curriculum maps (varies by department)
- Increase in the use of Google Classroom in many classes as the standard for instruction, and submission of student assignments

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

Silverado High School has made progress on Critical Academic Area #6 as evidenced by the following practices, programs and data observed:

- On Campus Intervention (OCI)
- Expect Respect
- After School Tutoring
- Building Assets, Reducing Risk (BARR) Mental Health Specialist
- Family Engagement Center Parent Trainings
- Aeries Student Portal
- Aeries Parent Portal
- PBIS Implementation

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

Silverado High School has made progress on Critical Academic Area #7 as evidenced by the following practices, programs and data observed:

- Increase in AVID course offerings
- Increase in CTE pathways
- Bridge Program
- Dual enrollment
- Concurrent enrollment
- CTE field trips
- AVID College field trips
- All CTE courses A-G approved
- CTE courses articulated with Victor Valley College

**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.**

Silverado High School has made progress on Critical Academic Area #8 as evidenced by the following practices, programs and data observed:

- Utilization of senior grad checks
- Utilization of graduation evaluation forms
- Addition of the 5<sup>th</sup> counselor
- Opportunities for concurrent and dual enrollment
- California Dashboard Indicator

### III. Commendations and Recommendations

#### A. Commendations:

- **Comment on significant progress the school has made in responding to the critical areas for follow-up and in carrying out the related action plan.**
  - Silverado has increased the number of chrome books on campus that brings them very close to 1 to 1 for all students.
  - Increase in AP course offerings, students taking AP tests and an increase in AP pass rate.
  - Consistent training available for AP teachers
  - Sharing of best practices and instructional strategies through the “Pineapple Chart”
  - Implementation of PBIS (Positive Behavior Intervention Strategies)
  - Implementation of the B.A.R.R. (Building Assets, Reducing Risks)
  - Increase in the number of students who graduate college and career ready.
  - Family Engagement Center offers a variety of opportunities for families to partner with the school via trainings and social events.

#### B. Recommendations:

- **Comment on any critical areas for follow-up/action plan sections that have not yet been completely addressed, if applicable.**
- **Identify any new areas of concerns, if applicable.**

Silverado High School has made significant progress in many areas and especially within the critical needs areas as outlined by the previous visitation committee. Realizing that there is still work to be completed in their action plan, attention needs to concentrate in the following areas:

- Create a Professional Development plan that ensures teachers receive training on how to implement high-yielding instructional strategies and the use of technology in the classroom.
- Identify skills students will acquire as the result of available technology.
- Create a counseling plan that will outline how counselors can meet with each student at least annually.
- Create a comprehensive(4 year plan, PLC process, embedded interventions, etc.) plan that will bridge the achievement gap between Honors and AP students and the rest of the student population