

School Year: 2023-24

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA):

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Silverado Middle School
Address	2525 Country Club Drive Roseville, CA 95747
County-District-School (CDS) Code	31-66803-6115604
Principal	Rich Knox
District Name	Dry Creek Joint Elementary School District
SPSA Revision Date	October 12, 2023
Schoolsite Council (SSC) Approval Date	October 12, 2023
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

School Vision and Mission

Silverado's Mission Statement:

The mission of Silverado Middle School is to develop and implement student-centered, engaging, standards-based programs ensuring high levels of learning for all students focused on meeting academic, personal and social-emotional needs.

Vision Statement:

Silverado Middle School, partnered with families and the community, provides a safe, positive and supportive environment where all students feel connected and are given meaningful and rigorous learning opportunities to develop academic, personal, social-emotional and critical thinking skills.

School Profile

Silverado Middle School staff does whatever it takes to ensure growth, learning and achievement for all students. Silverado staff members have high academic and behavior expectations for all students. Staff members at Silverado work together to promote positive self-esteem, self-motivation, acceptance of differences and cultural diversity, and a sense of responsibility in their students.

Visitors to Silverado will see our vision in action by observing the positive and supportive interactions between adults and students, a focus on academics, and programs encouraging student achievement and involvement in their educational community. Silverado uses a Multi-Tiered System of Support (MTSS) to focus on success for academics and social-emotional learning. Teachers work collaboratively in Professional Learning Communities (PLC) to ensure high levels of learning for all students. Teacher teams regularly analyze common assessments to guide instruction, provide targeted intervention, and increase the effectiveness of their instructional practices.

The school culture is reflected by The Silverado Way, "Be Safe, Be Responsible and Be Respectful" and the school slogan, "Bring your best!" Staff is proactive by helping students build connections and they use Restorative Practices to help students gain a sense of belonging. School-wide implementation of The TOOLBOX (social-emotional learning) tools and Positive Behavioral Interventions and Supports (PBIS) help maintain a healthy and positive culture by giving students strategies for handling many different situations.

Currently, there are 940 students on campus in grades 6-8. Silverado has an array of school-based coordinated programs, special education programs, English Learner programs, Gifted and Talented Educational (GATE) opportunities, and intervention programs, as well as opportunities for parental involvement. Students participate in a variety of extra curricular activities such as clubs, athletics, and leadership.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

The School Plan for Student Achievement aims to outline a structured and comprehensive approach to improving student learning outcomes and overall educational success at Silverado Middle School. We have been identified as eligible for Additional Targeted Support and Improvement (ATSI) based on student group performance status levels on the 2022 California Dashboard. Silverado Middle School met ATSI eligibility in the state measure of Chronic Absenteeism for all students and academic indicators of Math and English Language Arts for students with disabilities.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

At Silverado Middle School, we collectively (all engagement partners) analyzed the CA Dashboard. We determined our strengths and areas for improvement, including those identified as eligible for Additional Targeted Support and Improvement. Through a comprehensive needs assessment process with many of our stakeholder groups, we implemented a tool in the Theory of Improvement method, known as the driver diagram. We used the driver diagram to help guide and translate our data analysis, stakeholder input, and goal into an improvement aim with primary and secondary drivers and created changes of practice tied to measurable outcomes. We then created two strategic plans in the state measures of Chronic Absenteeism for all students and academic indicators of Math and English Language Arts for students with disabilities. The goals for each plan are as follows:

By June 2024, the percentage of chronic absenteeism for all students will decrease by 10%, as measured by the Silverado Middle School Dashboard report for the 2023-2024 school year. The change practices will include recognition of attendance, regular attendance team meetings, sending home absence letters and holding attendance support plan meetings with fidelity, relationship building, increased parent communication, a focus on attendance at our SEL/Intervention team meetings, and the use of outside community resources. Measurable outcomes will be the percentage of students reporting positively on the school climate survey about relationships and connections increasing, the percentage of chronically absent students reported monthly decreasing, and the number of classrooms recognizing 100% positive attendance rates increasing.

By June 2024, students with disabilities will increase proficiency in ELA and Math by +40 points as measured by the CA Dashboard report for the 2023-2024 School year. The change practices will include the implementation of weekly planning time for our general education and special education teachers (co-teaching teams), focused Tier III instruction based upon data analysis, and training for co-teaching teams. Measurable outcomes will be the number of times co-teachers plan each month, student improvement on collaborative conference progress monitoring, and an increase in students with disabilities scores on essential standards achievement.

Educational Partner Engagement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Silverado Middle School, School Plan for Student Achievement (SPSA), is a document created by teachers, parents, students and administrators. Departments and grade level teams determine academic goals through a collaborative process. The school budget, academic goals and the entire SPSA are shared and discussed with the School Site Council, ELAC and staff between the months of September and November each school year. The testing data within the plan is shared with all staff, and this data will determine where we focus our professional development and the budgets that support the departments of the school. The plan is shared with the Educational Services Department throughout the stages of the writing, with final approval coming from the Board of Trustees in November of each year.

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School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.54%	0.65%	4	5	6
African American	1.4%	1.84%	1.62%	12	17	15
Asian	4.9%	5.95%	7.02%	42	55	65
Filipino	3.1%	2.70%	3.35%	26	25	31
Hispanic/Latino	22.1%	21.95%	22.57%	188	203	209
Pacific Islander	0.5%	0.43%	0.54%	4	4	5
White	58.5%	56.97%	54.64%	497	527	506
Multiple/No Response	9.1%	9.30%	9.5%	77	86	88
Total Enrollment				850	925	926

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	269	304	317
Grade 7	285	296	311
Grade 8	296	325	298
Total Enrollment	850	925	926

Conclusions based on this data:

- Overall enrollment at Silverado has increased from 850 students in 20/21 to 926 students in 22/23.
- Most subgroups have increased from 21/22 to 22/23, except for our African American and White sub groups.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	53	70	80	6.20%	7.6%	8.6%
Fluent English Proficient (FEP)	80	77	74	9.40%	8.3%	8.0%
Reclassified Fluent English Proficient (RFEP)	9			17.0%		

Conclusions based on this data:

1. The overall number of English Learners at Silverado has increased from 53 students in 20/21 to 80 students in 22/23.
2. Silverado has an EL/RR teacher who supports students, families and staff to ensure high levels of learning for our EL students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	277	304	315	270	298	308	270	298	308	97.5	98.0	97.8
Grade 7	286	292	311	279	285	300	279	285	300	97.6	97.6	96.5
Grade 8	295	317	301	284	308	288	284	308	288	96.3	97.2	95.7
All Grades	858	913	927	833	891	896	833	891	896	97.1	97.6	96.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2545.	2540.	2564.	19.63	23.83	27.27	38.89	32.89	39.61	27.78	23.15	21.10	13.70	20.13	12.01
Grade 7	2581.	2566.	2582.	23.66	19.30	28.00	42.65	38.95	38.00	21.51	25.96	19.33	12.19	15.79	14.67
Grade 8	2593.	2582.	2595.	23.24	21.10	24.65	40.14	37.01	40.28	22.18	24.35	20.14	14.44	17.53	14.93
All Grades	N/A	N/A	N/A	22.21	21.44	26.67	40.58	36.25	39.29	23.77	24.47	20.20	13.45	17.85	13.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	24.07	25.50	29.55	59.26	58.05	59.09	16.67	16.44	11.36
Grade 7	28.32	21.05	27.00	60.93	67.37	59.00	10.75	11.58	14.00
Grade 8	27.11	25.97	24.65	57.04	57.14	59.72	15.85	16.88	15.63
All Grades	26.53	24.24	27.12	59.06	60.72	59.26	14.41	15.04	13.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	17.04	16.44	23.38	60.37	57.05	58.77	22.59	26.51	17.86
Grade 7	30.47	25.26	33.33	53.41	52.98	49.33	16.13	21.75	17.33
Grade 8	29.68	20.45	29.51	51.24	55.84	51.39	19.08	23.70	19.10
All Grades	25.84	20.65	28.68	54.93	55.33	53.24	19.23	24.02	18.08

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	15.93	17.11	21.10	75.93	73.83	71.75	8.15	9.06	7.14
Grade 7	13.98	15.09	18.00	78.14	75.79	75.00	7.89	9.12	7.00
Grade 8	17.61	18.51	22.57	73.94	73.70	68.75	8.45	7.79	8.68
All Grades	15.85	16.95	20.54	75.99	74.41	71.88	8.16	8.64	7.59

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	24.07	20.81	24.68	65.93	65.10	67.53	10.00	14.09	7.79
Grade 7	29.75	25.26	30.67	62.01	63.16	58.00	8.24	11.58	11.33
Grade 8	28.87	21.43	29.51	64.44	66.88	62.85	6.69	11.69	7.64
All Grades	27.61	22.45	28.24	64.11	65.10	62.83	8.28	12.46	8.93

Conclusions based on this data:

1. This data shows that an average of 66% of students (Overall scores) in grades 6-8 either met or exceeded standards in English Language Arts in 22/23. The 7th graders made a 9% gain in Standard Exceeded compared to the 21/22 school year. School-wide analysis of these scores will be done looking for specific strategies to increase the number of students meeting and exceeding standard.
2. Analysis of claims guides the development of Specific, Measurable, Achievable, Relevant and Time-based (SMART) goals, and further disaggregation of the data indicates achievement levels and reveals deficit areas and areas experiencing greater success. SMS had the highest percentage of students scoring "Above Standard" in the claims area of Writing and had the least percentage of students scoring "Above Standard" in the claims area of Listening. Grade level and department teams will analyze these scores and develop instructional plans to focus on this area to increase the number of students "Above Standard". The specific claim data will be used to drive instruction for the purpose of improving student achievement.
3. Silverado Middle School has met the threshold/requirement of a minimum of 95% of students completing the test. The participation rate for 22/23 was 96.7%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	277	304	315	271	300	310	270	299	310	97.8	98.7	98.4
Grade 7	286	292	311	279	289	306	279	289	306	97.6	99.0	98.4
Grade 8	295	317	301	284	312	291	284	312	291	96.3	98.4	96.7
All Grades	858	913	927	834	901	907	833	900	907	97.2	98.7	97.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2533.	2528.	2545.	17.04	20.40	23.87	24.07	23.41	27.74	39.26	28.09	29.03	19.63	28.09	19.35
Grade 7	2552.	2540.	2541.	22.22	17.30	22.22	20.79	20.07	22.22	34.05	36.33	25.82	22.94	26.30	29.74
Grade 8	2575.	2574.	2562.	23.24	25.96	21.65	21.48	22.44	21.99	29.93	25.96	26.12	25.35	25.64	30.24
All Grades	N/A	N/A	N/A	20.89	21.33	22.60	22.09	22.00	24.04	34.33	30.00	27.01	22.69	26.67	26.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	16.30	17.39	24.19	61.48	54.52	55.81	22.22	28.09	20.00
Grade 7	22.22	15.22	18.95	56.63	57.44	50.65	21.15	27.34	30.39
Grade 8	22.89	26.28	21.65	58.45	53.21	52.23	18.66	20.51	26.12
All Grades	20.53	19.78	21.61	58.82	55.00	52.92	20.65	25.22	25.47

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	10.37	18.06	17.74	63.33	55.18	61.29	26.30	26.76	20.97
Grade 7	23.66	18.69	21.24	56.99	59.86	54.90	19.35	21.45	23.86
Grade 8	19.72	22.44	20.96	58.45	57.69	52.23	21.83	19.87	26.80
All Grades	18.01	19.78	19.96	59.54	57.56	56.23	22.45	22.67	23.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	17.04	17.39	18.06	68.52	60.54	64.19	14.44	22.07	17.74
Grade 7	22.94	16.96	21.24	63.44	66.44	57.52	13.62	16.61	21.24
Grade 8	17.25	21.15	16.84	69.01	56.41	61.51	13.73	22.44	21.65
All Grades	19.09	18.56	18.74	66.99	61.00	61.08	13.93	20.44	20.18

Conclusions based on this data:

1. This data shows that an average of 46% of students (Overall scores) in grades 6-8 either met or exceeded standards in Mathematics in 22/23. From the 20/21 data in grade 6 this represents a 4% increase. School-wide analysis of these scores will be done looking for specific strategies to increase the number of students meeting and exceeding standard.
2. Analysis of claims guides the development of SMART goals, and further disaggregation of the data indicates achievement levels and reveals deficit areas and areas experiencing greater success. SMS had the highest percentage of students scoring "Above Standard" in the claims area of Concepts and Procedures and Problem Solving and Modeling. Silverado had the least percentage of students scoring "Above Standard" in the claims area of Communicating Reasoning. Grade level and department teams will analyze these scores and develop instructional plans to focus on this area to increase the number of students "Above Standard". The specific claim data will be used to drive instruction for the purpose of improving student achievement.
3. Silverado Middle School has met the threshold/requirement of a minimum of 95% of students completing the test. The participation rate for 22/23 was 97.8%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1557.6	1546.1	1559.8	1558.2	1533.7	1564.9	1556.3	1557.9	1554.2	21	30	22
7	1568.5	1566.8	1556.2	1577.3	1558.8	1547.2	1558.9	1574.1	1564.7	15	21	34
8	1591.9	1577.9	1617.3	1606.7	1572.3	1623.7	1576.5	1583.2	1610.5	11	18	22
All Grades										47	69	78

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	38.10	40.00	59.09	47.62	40.00	18.18	14.29	10.00	9.09	0.00	10.00	13.64	21	30	22
7	26.67	52.38	50.00	53.33	33.33	17.65	20.00	4.76	14.71	0.00	9.52	17.65	15	21	34
8	45.45	55.56	72.73	18.18	22.22	18.18	36.36	16.67	0.00	0.00	5.56	9.09	11	18	22
All Grades	36.17	47.83	58.97	42.55	33.33	17.95	21.28	10.14	8.97	0.00	8.70	14.10	47	69	78

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	47.62	56.67	77.27	47.62	26.67	9.09	4.76	6.67	4.55	0.00	10.00	9.09	21	30	22
7	73.33	66.67	50.00	13.33	23.81	26.47	13.33	0.00	8.82	0.00	9.52	14.71	15	21	34
8	45.45	61.11	72.73	45.45	33.33	18.18	9.09	0.00	0.00	0.00	5.56	9.09	11	18	22
All Grades	55.32	60.87	64.10	36.17	27.54	19.23	8.51	2.90	5.13	0.00	8.70	11.54	47	69	78

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	14.29	26.67	13.64	47.62	36.67	45.45	33.33	26.67	27.27	4.76	10.00	13.64	21	30	22
7	20.00	42.86	17.65	26.67	28.57	44.12	46.67	19.05	14.71	6.67	9.52	23.53	15	21	34
8	36.36	33.33	59.09	18.18	38.89	27.27	36.36	22.22	4.55	9.09	5.56	9.09	11	18	22
All Grades	21.28	33.33	28.21	34.04	34.78	39.74	38.30	23.19	15.38	6.38	8.70	16.67	47	69	78

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	28.57	26.67	36.36	66.67	70.00	54.55	4.76	3.33	9.09	21	30	22
7	40.00	28.57	20.59	53.33	61.90	55.88	6.67	9.52	23.53	15	21	34
8	27.27	33.33	36.36	72.73	61.11	54.55	0.00	5.56	9.09	11	18	22
All Grades	31.91	28.99	29.49	63.83	65.22	55.13	4.26	5.80	15.38	47	69	78

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	85.71	63.33	77.27	14.29	26.67	13.64	0.00	10.00	9.09	21	30	22
7	86.67	80.95	67.65	13.33	9.52	17.65	0.00	9.52	14.71	15	21	34
8	81.82	61.11	77.27	18.18	33.33	13.64	0.00	5.56	9.09	11	18	22
All Grades	85.11	68.12	73.08	14.89	23.19	15.38	0.00	8.70	11.54	47	69	78

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	28.57	16.67	9.09	52.38	60.00	68.18	19.05	23.33	22.73	21	30	22
7	33.33	47.62	17.65	33.33	38.10	55.88	33.33	14.29	26.47	15	21	34
8	45.45	50.00	72.73	27.27	38.89	18.18	27.27	11.11	9.09	11	18	22
All Grades	34.04	34.78	30.77	40.43	47.83	48.72	25.53	17.39	20.51	47	69	78

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	9.52	40.00	54.55	85.71	53.33	40.91	4.76	6.67	4.55	21	30	22
7	6.67	28.57	50.00	93.33	61.90	41.18	0.00	9.52	8.82	15	21	34
8	0.00	5.56	45.45	100.00	88.89	50.00	0.00	5.56	4.55	11	18	22
All Grades	6.38	27.54	50.00	91.49	65.22	43.59	2.13	7.25	6.41	47	69	78

Conclusions based on this data:

1. This data provides information on Silverado's English Language Learner students' (EL) English Proficiency levels and serves as an indicator to determine the focus for growth in subsequent years. Our ELPAC overall score for 6th grade went up from 1546 in 21/22 to 1559 in 22/23, an increase of 13 points. Our ELPAC overall score for 7th grade showed a drop from 1566 in 21/22 to 1556 in 22/23, a decrease of 10 points.
2. In the area of Written Language, 8th grade made an increase from 33 in 21/22 to 59 in 22/23 scoring at Level 4.

3. In the area of Overall Language, all grades had a significant improvement from 47 in 21/22 to 58 in 22/23 scoring in Level 4.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
925	29.5	7.6	0.3
Total Number of Students enrolled in Silverado Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	70	7.6
Foster Youth	3	0.3
Homeless	18	1.9
Socioeconomically Disadvantaged	273	29.5
Students with Disabilities	94	10.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	1.8
American Indian	5	0.5
Asian	55	5.9
Filipino	25	2.7
Hispanic	203	21.9
Two or More Races	86	9.3
Pacific Islander	4	0.4
White	527	57.0

Conclusions based on this data:

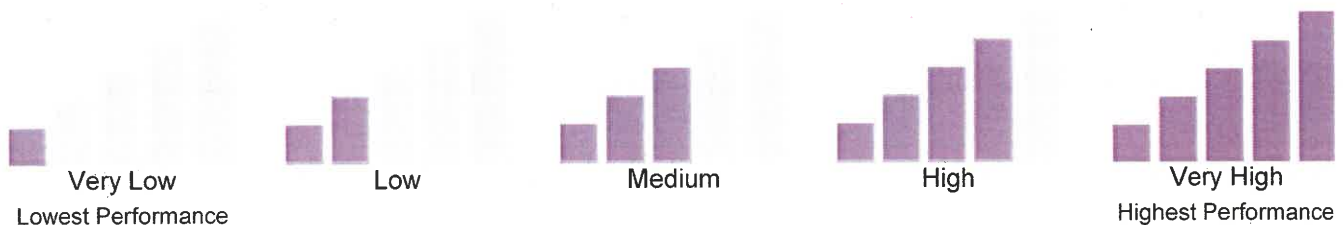
1.

School and Student Performance Data

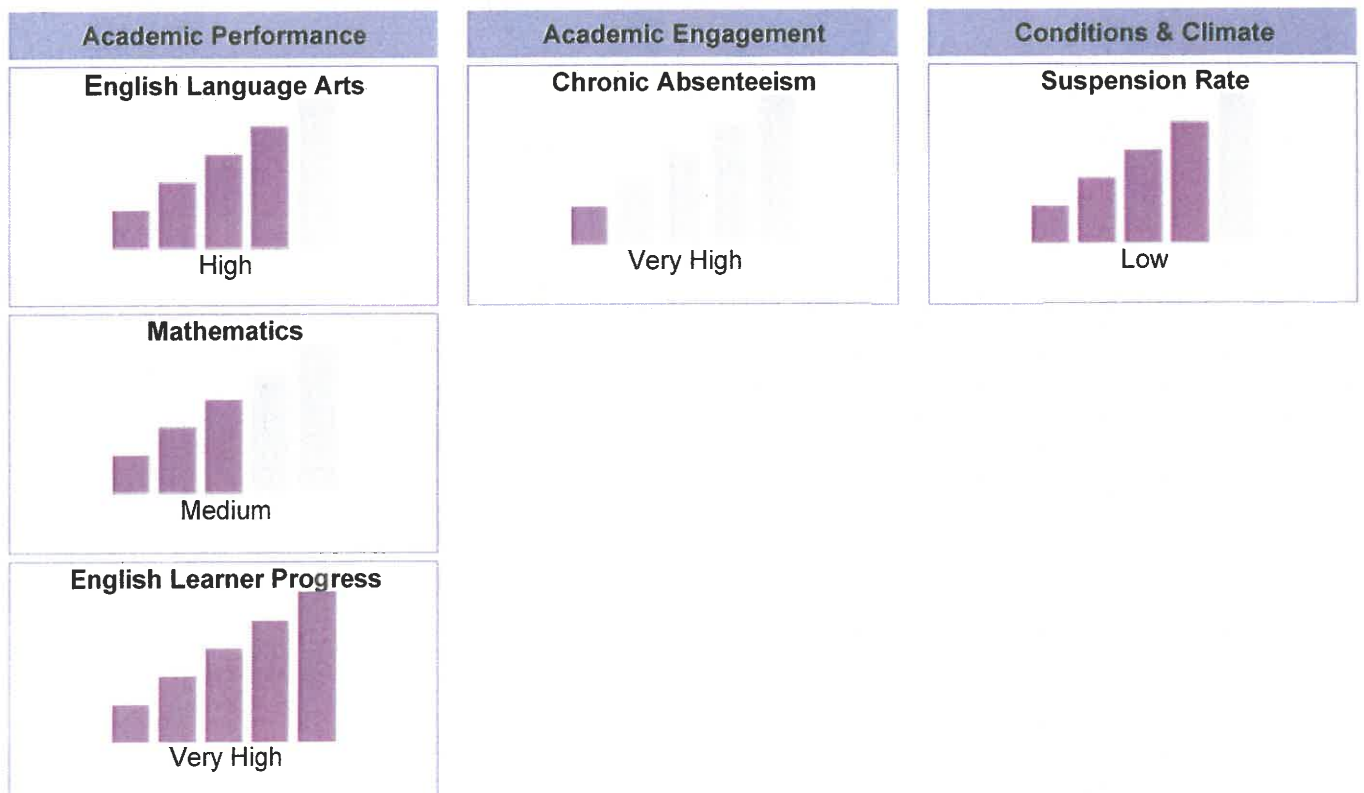
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

- Academic performance indicators for all students in English Language Arts fell within the High range and Mathematics fell within the Medium range.
- Chronic Absenteeism increased resulting in a Very High Chronic Absenteeism rate.

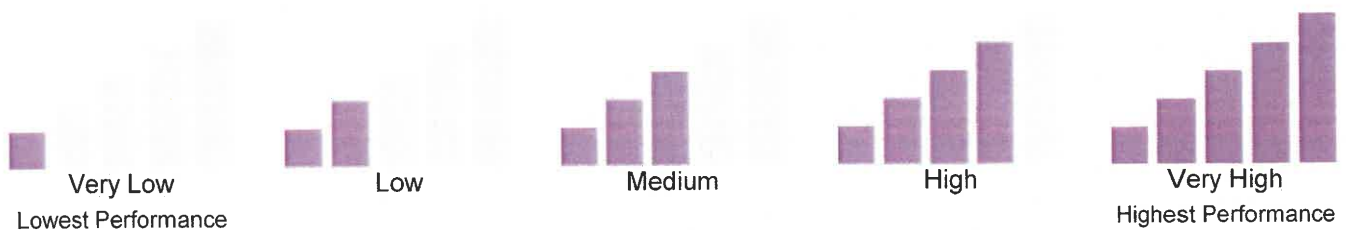
3. The Conditions and Climate indicator for all students fell within the Low range.

School and Student Performance Data

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



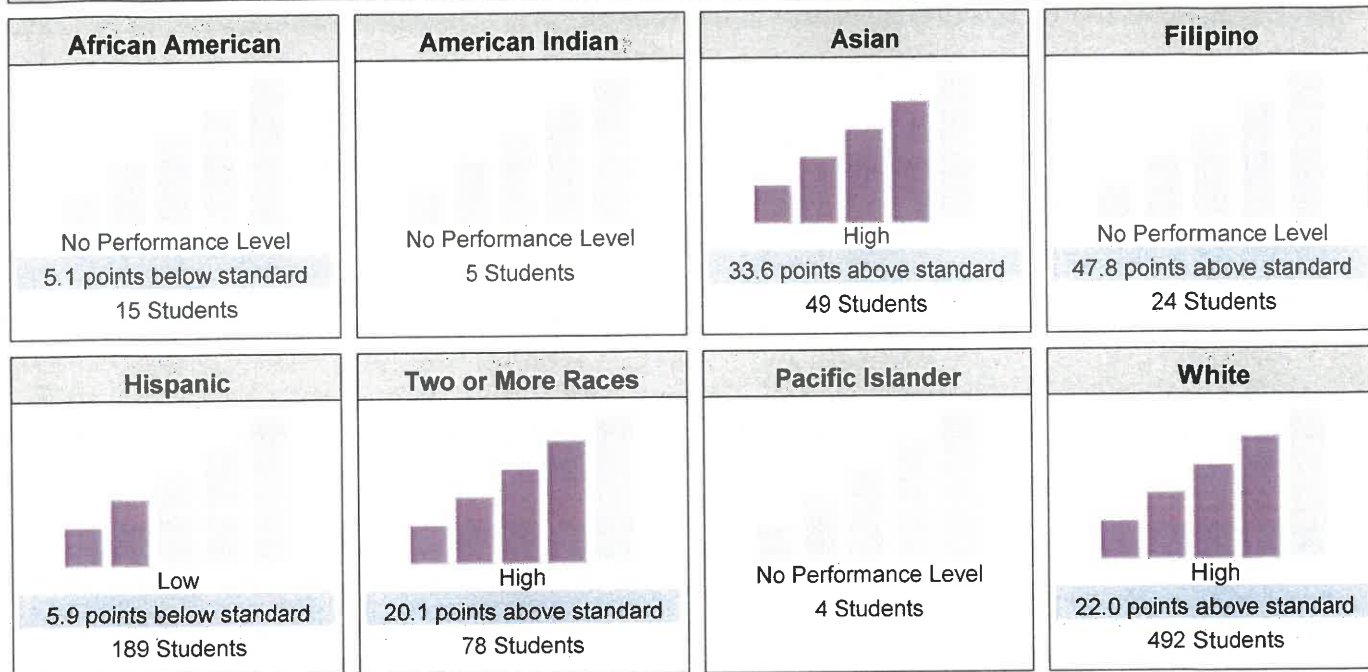
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	3	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>High 16.1 points above standard 856 Students</p>	<p>Low 15.6 points below standard 99 Students</p>	<p>No Performance Level 4 Students</p>	<p>No Performance Level 42.8 points below standard 15 Students</p>	<p>Low 16.4 points below standard 266 Students</p>
		<p>Very Low 85.2 points below standard 92 Students</p>		

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
49.1 points below standard 57 Students	29.8 points above standard 42 Students	17.5 points above standard 718 Students

Conclusions based on this data:

- Overall, the English Language Arts performance indicator for all students was within the High range, resulting in all student groups scoring 16.1 points above standard. English Learners ELA performance indicator fell within the Low range, resulting in this student group scoring 15.6 points below standard. Socio-economically Disadvantaged students had an indicator score within the Low range. Overall, this student group scored 16.4 points below standard. Students with Disabilities ended up with the overall subgroup scoring 85.2 points below standard. This resulted in an indicator score within the Very Low range.
- English Language Arts performance indicators are disaggregated by race/ethnicity on the Dashboard. Hispanic students (189 students) scored within the Low range, with an overall score of 5.9 points below standard. Students who identify as Two or More Races (78 students) scored within the High range, with an overall score of 20.1 points above standard. White students (492 students) scored within the High range, indicating an overall score of 22 points above standard.
- This Dashboard provides English Language Arts data comparisons for English Learners. Current English Learners (57 students) achieved an overall score of 49.1 points below standard.

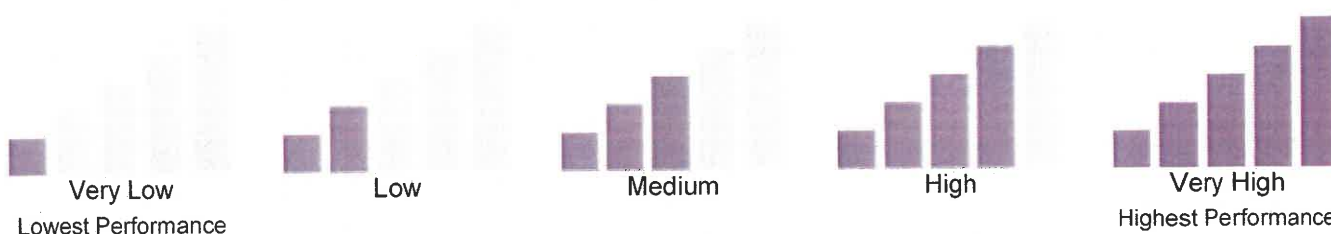
Reclassified English Learners (42 students) achieved at the highest rate. This subgroup achieved overall performance in ELA 29.8 points above standard.
English Only students (718 students) achieved an overall score of 17.5 points above standard.

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

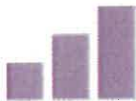

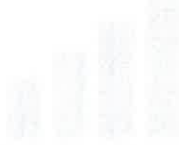



Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

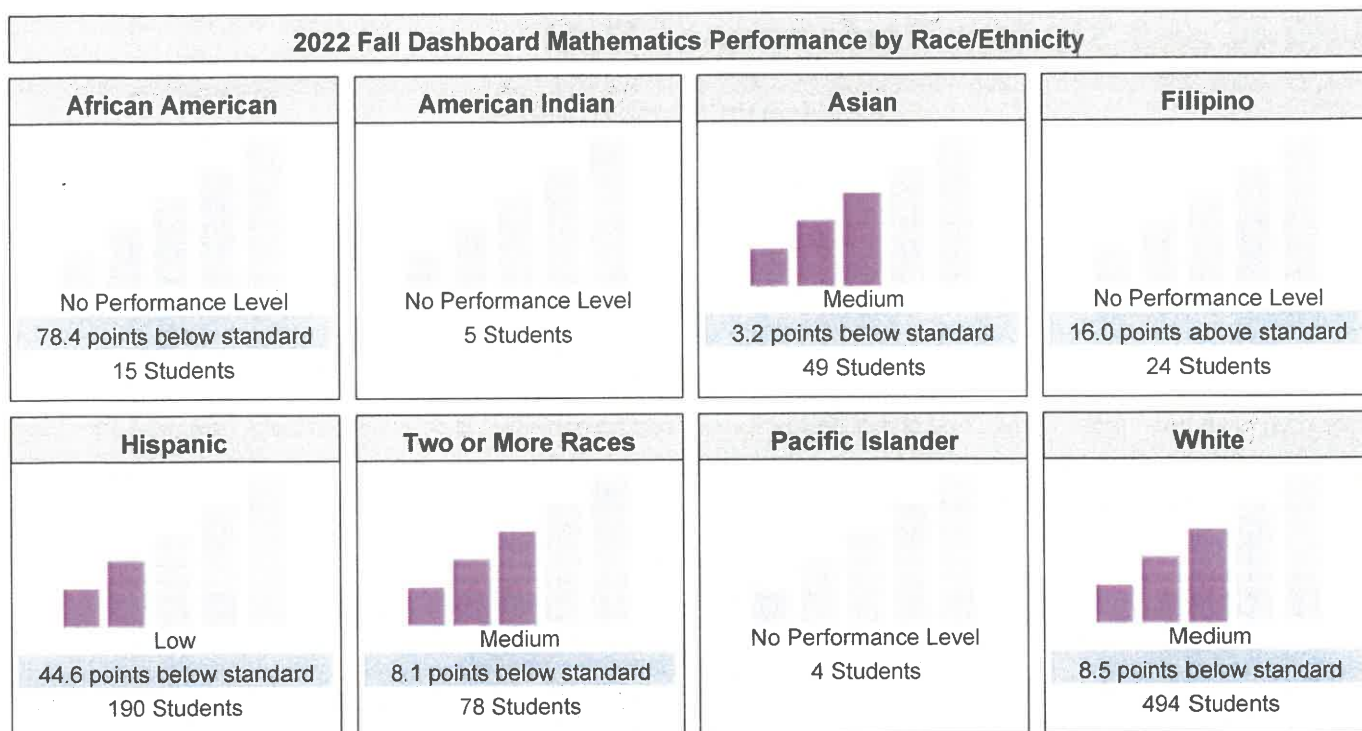


This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
1	3	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 <p>Medium 17.1 points below standard 859 Students</p>		 <p>Low 61.1 points below standard 99 Students</p>		 <p>No Performance Level 4 Students</p>	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 <p>No Performance Level 77.2 points below standard 15 Students</p>		 <p>Low 57.3 points below standard 267 Students</p>		 <p>Very Low 107.9 points below standard 93 Students</p>	



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner 103.2 points below standard 57 Students	Reclassified English Learners 4.1 points below standard 42 Students	English Only 14.1 points below standard 721 Students

Conclusions based on this data:

- Overall, the Mathematics performance indicator for all students was within the Medium range, resulting in all student groups scoring 17.1 points below standard. Mathematics performance for English Learners fell within the Low range, resulting in this student group scoring 61.1 points below standard. Socio-economically Disadvantaged students have an indicator score within the Low range. Overall, this student group scored 57.3 points below standard. Students with Disabilities have an overall subgroup scoring 107.9 points below standard. This resulted in an indicator score within the Very Low range.
- Mathematics performance indicators are disaggregated by race/ethnicity on the Dashboard. Hispanic students (190 students) scored within the Low range, with an overall score of 44.6 points below standard. Students who identify as Two or More Races (78 students) scored within the Medium range with an overall score of 8.1 points below standard. White students (494 students) scored within the Medium range, with an overall score of 8.5 points below standard.
- The Dashboard provides Mathematics data comparisons for English Learners. Current English Learners (57 students) earned an overall score of 103.2 points below standard. Reclassified English Learners (42 students) achieved overall performance in Math of 4.1 points below standard.

English Only students (721 students) scored an overall score of 14.1 points below standard.

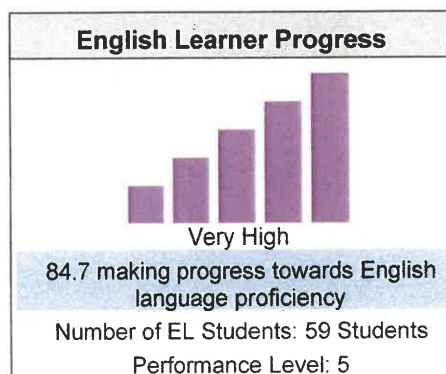
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6.8%	8.5%	13.6%	71.2%

Conclusions based on this data:

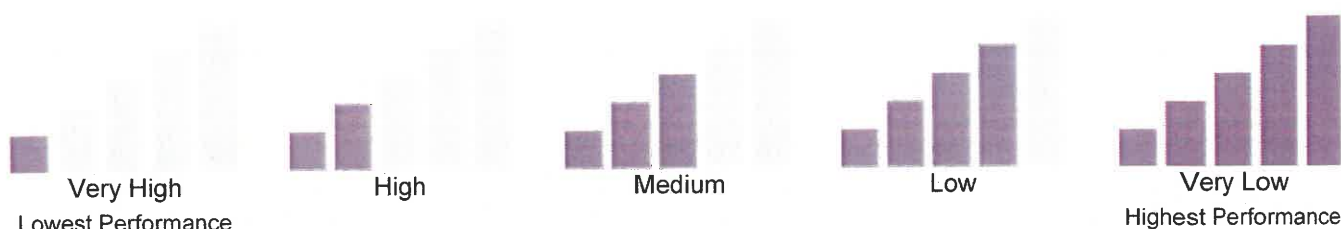
1. There were 59 EL students at SMS in 21/22. Of those 59 students 84.7% made progress towards English Language proficiency.
2. 71.2% of the EL students progressed at least one level.
3. SMS staff will use this data to continue to develop steps and strategies to help more EL students progress towards English Language proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).





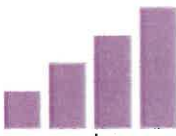

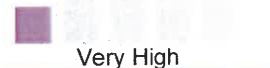

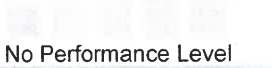

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	1	0	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High 23.2% Chronically Absent 967 Students</p>	<p>High 15.2% Chronically Absent 79 Students</p>	<p>No Performance Level Less than 11 Students 5 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level 47.6% Chronically Absent 21 Students</p>	<p>Very High 29.7% Chronically Absent 310 Students</p>	<p>Very High 36.9% Chronically Absent 111 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Level 22.2% Chronically Absent 18 Students	American Indian  No Performance Level Less than 11 Students 5 Students	Asian  Low 3.3% Chronically Absent 60 Students	Filipino  No Performance Level 0% Chronically Absent 25 Students
Hispanic  Very High 28.4% Chronically Absent 215 Students	Two or More Races  Very High 27.2% Chronically Absent 92 Students	Pacific Islander  No Performance Level Less than 11 Students 4 Students	White  Very High 23.9% Chronically Absent 548 Students

Conclusions based on this data:

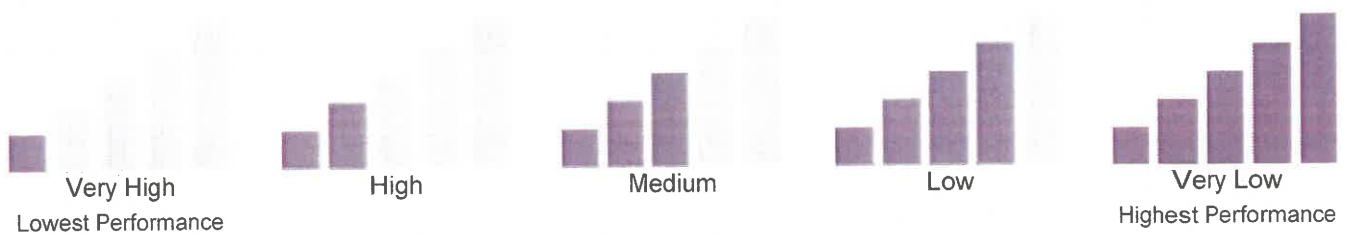
- Overall, Chronic Absenteeism for all students was within the Very High range, resulting in 23.2% of all students chronically absent.
Chronic Absenteeism for English Learners fell within the High range, resulting in this student group 15.2% chronically absent.
Socio-economically Disadvantaged students landed within the Very High range. Overall, this student group was 29.7% chronically absent.
Students with Disabilities overall subgroup was 36.9% chronically absent. This resulted in an indicator score within the Very High range.
- Chronic Absenteeism rates are disaggregated by race/ethnicity on the Dashboard.
Hispanic students (215 students) scored within the Very High range, with an overall rate of 28.4% chronically absent.
Students who identify as Two or More Races (92 students) scored within the Very High range, with an overall chronically absent rate of 27.2%.
White students (548 students) scored within the Very High range, with an overall percentage of 23.9% chronically absent.

School and Student Performance Data

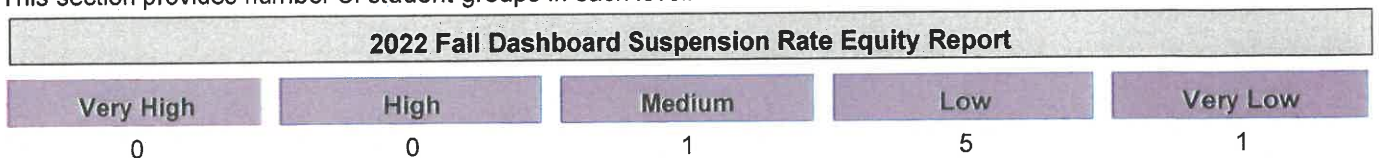
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

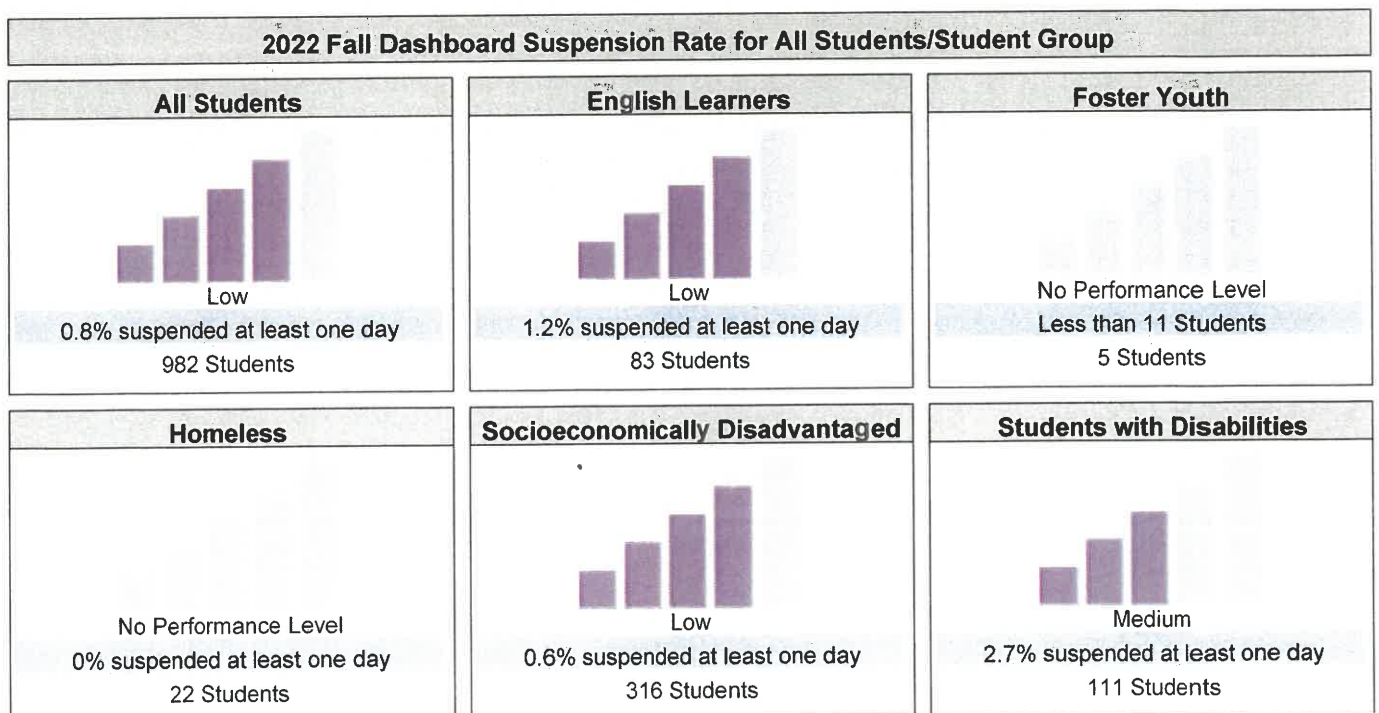
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



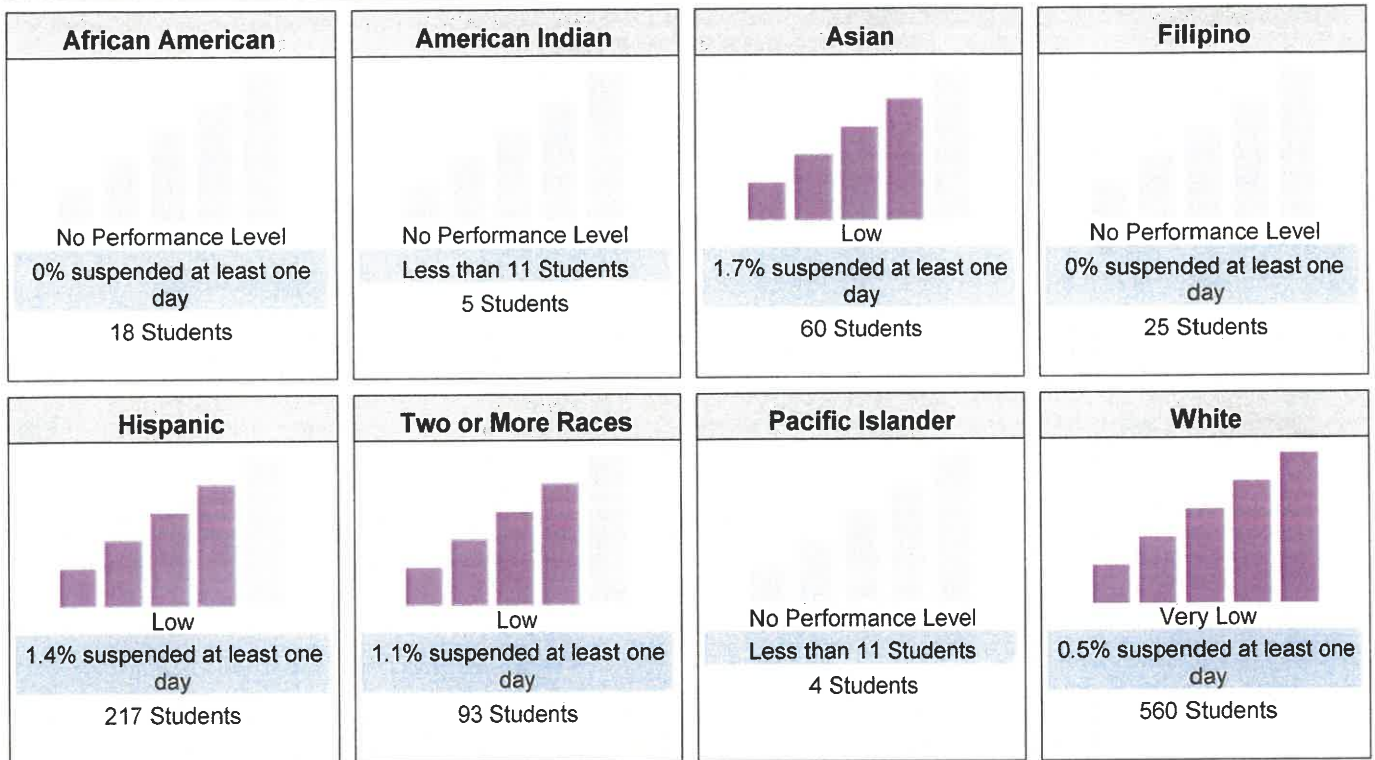
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Overall, Suspension Rates for all students were within the Low range, resulting in 0.8% of all students suspended at least once.
The Suspension Rate for English Learners fell within the Low range, resulting in 1.2% of all English Learners suspended at least once.
Socio-economically Disadvantaged students ended with an indicator score within the Low range. Overall, this student group had 0.6% of students suspended at least once.
Students with Disabilities results show the overall subgroup including 2.7% of students suspended at least once. This resulted in an indicator score within the Medium range.
- Suspension Rates are disaggregated by race/ethnicity on the Dashboard.
Asian students (60) received 1.7% suspended at least once during the school year, resulting in a Low indicator score on the Dashboard.
Hispanic students (217 students) received an indicator score within the Low range and an overall rate of 1.4%.
Students who identify as Two or More Races (93 students) scored within the Low range, and receiving an overall suspension rate of 1.1%.
White students (560 students) scored within the Very Low range, and receiving an overall suspension rate of 0.5%.
- We continue to utilize positive behavioral interventions and other means of correction to address student behavior. Our goal is to address all behavior in a positive and non-exclusionary manner.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Board Goal #1: Student achievement will improve as measured by increased proficiency levels on classroom, district and state assessments, with the intent that all students will demonstrate at least one year's growth.

Site Goal: By May 2023, all students at Silverado Middle School will demonstrate at least one year's growth in all academic areas as measured by classroom, district and state assessments.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall, implementation of the strategies/activities were effective in making progress at Silverado. PLC practices were in place and teams implemented grade level SMART Goals, monitored grade level assessments and proficiency, and delivered Tier II support as necessary. Collaborative conferences, lead by our EL/RR teacher and site administrators were held multiple times throughout the school year, wherein, students were identified for and received Tier III supports. Identified students were given additional learning time throughout the school year via tutoring services. Teacher teams used specific teaching strategies related to their grade level needs, as well as specific strategies such as, GLAD and GATE, as monitored through classroom observations. Student achievement data collected from grade level and collaborative conferences show many students made considerable growth during the school year. This tells us that our Tier I, II & III supports, as well as our EL instructional practices, are having a positive effect on student achievement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in Goal 1 with intended implementation of the strategies/activities. Budgeted expenditures were monitored by our Administrators and Fiscal Services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There were no significant changes made to the Academic Achievement goal for the coming year. Instructional practices and systems will continue.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Board Goal #2: Maintain safe and orderly schools with a positive, engaging, and supportive climate.

Site Goal: At Silverado Middle School we will maintain a positive school climate as measured by the student and parent survey, attendance, discipline data and suspension data.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall, implementation of the strategies/activities were effective in making progress toward increased student engagement. The 22/23 school year was a year of continued focus on our routines, procedures and practices regarding our school climate and student engagement. PBIS structures were revisited and implemented to support students beginning at the Tier I level through Tier III. This included positive recognition and reinforcement, community building practices, restorative procedures, leadership opportunities, extra curricular enrichment to foster connections and parent engagement. Our counseling program provided supports for individuals, specific student support groups, and families, including Tier III therapy sessions. School-wide and individual data was monitored regularly to ensure practices were aligned and needs were addressed.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in Goal 2 with intended implementation of the strategies/activities. Budgeted expenditures were monitored by our Administrators and Fiscal Services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There were no significant changes made to the School Climate goal for the coming year. MTSS supports and services will continue to be implemented.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Achievement

Goal Statement

Board Goal #1: Student achievement will improve as measured by increased proficiency levels on classroom, district and state assessments, with the intent that all students will demonstrate at least one year's growth.

Site Goal: Student achievement will improve as measured by increased proficiency levels on classroom, district and state assessments, with the intent that all students will demonstrate at least one year's growth in all academic areas.

LCAP Goal

Student achievement will improve as measured by increased proficiency levels on classroom, district and state assessments, with the intent that all students will demonstrate at least one year's growth.

Basis for this Goal

By May 2024, all students will demonstrate at least one year's growth in all academic areas by increased proficiency levels on classroom, district and state assessments.

ELA Current Reality

22/23 CAASPP 6th grade: 67% at/above standard
22/23 CAASPP 7th grade: 66% at/above standard
22/23 CAASPP 8th grade: 65% at/above standard

Overall Silverado results for EL students and students with disabilities sub groups in ELA

22/23 CAASPP EL: 39.7% at/above standard
22/23 CAASPP students with disabilities: 25.2% at/above standard

Math Current Reality

22/23 CAASPP 6th grade: 52% at/above standard
22/23 CAASPP 7th grade: 44% at/above standard
22/23 CAASPP 8th grade: 44% at/above standard

Overall Silverado results for EL students and students with disabilities sub groups in math

22/23 CAASPP EL students: 12.7% at/above standard
22/23 CAASPP students with disabilities: 21.4% at/above standard

Please refer to the School and Student Performance Data section and the District and State data supplement where a full analysis is provided.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
MATHEMATICS 6th grade IXL Math Diagnostic 6th grade Math Essential Standard Common Assessment 7th grade IXL Math Diagnostic 7th grade Math Essential Standard Common Assessment	MATHEMATICS 6th grade IXL Math Diagnostic <ul style="list-style-type: none">Above grade: 12%On grade: 24%Below grade: 25%Far below grade: 37%	MATHEMATICS All 6th grade students will improve by demonstrating at least one year's growth on the IXL Math assessment and mastery on the end of the year Math Essential Standard Common Assessment.

Metric/Indicator	Baseline	Expected Outcome
<p>8th grade IXL Math Diagnostic</p> <p>8th grade Math Essential Standard Common Assessment</p> <p>ENGLISH LANGUAGE ARTS</p> <p>6th grade STAR Reading Assessment</p> <p>6th grade Beg of year District Assessment</p> <p>7th grade STAR Reading Assessment</p> <p>7th grade Beg of year District Assessment</p> <p>8th grade STAR Reading Assessment</p> <p>8th grade Beg of year District Assessment</p> <p>SCIENCE</p> <p>6th grade Science Essential Standard Common Assessment</p> <p>7th grade Science Essential Standard Common Assessment</p> <p>8th grade Science Essential Standard Common Assessment</p> <p>HISTORY-SOCIAL SCIENCE</p> <p>6th grade STAR Reading Assessment</p> <p>6th grade History-Social Science Essential Standard Common Assessment</p> <p>7th grade STAR Reading Assessment</p> <p>7th grade History-Social Science Essential Standard Common Assessment</p> <p>8th grade STAR Reading Assessment</p> <p>8th grade History-Social Science Essential Standard Common Assessment</p> <p>PHYSICAL EDUCATION</p> <p>6th grade pretest for the mile run</p> <p>7th grade pretest for the mile run</p> <p>8th grade pretest for the mile run</p>	<p>6th grade Math Essential Standard Common Assessment: 72% at/above standard</p> <p>7th grade IXL Math Diagnostic</p> <ul style="list-style-type: none"> • Above grade: 6% • On grade: 24% • Below grade: 28% • Far below grade: 35% <p>7th grade Math Essential Standard Common Assessment: 86% at/above standard</p> <p>8th grade IXL Math Diagnostic</p> <ul style="list-style-type: none"> • Above grade: 2% • On grade: 16% • Below grade: 26% • Far below grade: 50% <p>8th grade Math Essential Standard Common Assessment: 74% at/above standard</p> <p>ENGLISH LANGUAGE ARTS</p> <p>6th grade STAR Reading Assessment</p> <ul style="list-style-type: none"> • At/Above Benchmark: 53% • On Watch: 16% • Intervention: 17% • Urgent Intervention: 14% <p>6th grade Beg of year District Assessment: 37% at/above standard</p> <p>7th grade STAR Reading Assessment</p> <ul style="list-style-type: none"> • At/Above Benchmark: 57% • On Watch: 17% • Intervention: 14% • Urgent Intervention: 12% <p>7th grade Beg of year District Assessment: 18% at/above standard</p> <p>8th grade STAR Reading Assessment</p> <ul style="list-style-type: none"> • At/Above Benchmark: 49% • On Watch: 19% • Intervention: 18% • Urgent Intervention: 14% <p>8th grade Beg of year District Assessment: 77% at/above standard</p> <p>SCIENCE</p> <p>6th grade Science Essential Standard Common Assessment: 87% at/above standard</p> <p>7th grade Science Essential Standard Common Assessment: 82% at/above standard</p> <p>8th grade Science Essential Standard Common Assessment: 93% at/above standard</p> <p>HISTORY-SOCIAL SCIENCE</p>	<p>All 7th grade students will improve by demonstrating at least one year's growth on the IXL Math assessment and mastery on the end of the year Math Essential Standard Common Assessment.</p> <p>All 8th grade students will improve by demonstrating at least one year's growth on the IXL Math assessment and mastery on the end of the year Math Essential Standard Common Assessment.</p> <p>ENGLISH LANGUAGE ARTS</p> <p>All 6th grade students will improve by demonstrating at least one year's growth on the STAR Reading and the end of year District assessments.</p> <p>All 7th grade students will improve by demonstrating at least one year's growth on the STAR Reading and the end of year District assessments.</p> <p>All 8th grade students will improve by demonstrating at least one year's growth on the STAR Reading and the end of year District assessments.</p> <p>SCIENCE</p> <p>All 6th grade students will improve by demonstrating mastery on the end of the year Science Essential Standard Common Assessment.</p> <p>All 7th grade students will improve by demonstrating mastery on the end of the year Science Essential Standard Common Assessment.</p> <p>All 8th grade students will improve by demonstrating mastery on the end of the year Science Essential Standard Common Assessment.</p> <p>HISTORY-SOCIAL SCIENCE</p> <p>All 6th grade students will improve by demonstrating at least one year's growth on the STAR Reading and mastery on the end of the year History-Social Science Essential Standard Common Assessment.</p> <p>All 7th grade students will improve by demonstrating at least one year's growth on the STAR Reading and mastery on the end of the year History-Social Science Essential Standard Common Assessment.</p> <p>All 8th grade students will improve by demonstrating at least one year's growth on the STAR Reading and mastery on the end of the year History-Social Science Essential Standard Common Assessment.</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>6th grade STAR Reading Assessment</p> <ul style="list-style-type: none"> • At/Above Benchmark: 53% • On Watch: 16% • Intervention: 17% • Urgent Intervention: 14% <p>6th grade History-Social Science Essential Standard Common Assessment: 81% at/above standard</p> <p>7th grade STAR Reading Assessment</p> <ul style="list-style-type: none"> • At/Above Benchmark: 57% • On Watch: 17% • Intervention: 14% • Urgent Intervention: 12% <p>7th grade History-Social Science Essential Standard Common Assessment: 77% at/above standard</p> <p>8th grade STAR Reading Assessment</p> <ul style="list-style-type: none"> • At/Above Benchmark: 49% • On Watch: 19% • Intervention: 18% • Urgent Intervention: 14% <p>8th grade History-Social Science Essential Standard Common Assessment: 76% at/above standard</p> <p>PHYSICAL EDUCATION</p> <p>6th grade pretest for the mile run: 40% at/above standard</p> <p>7th grade pretest for the mile run: 44% at/above standard</p> <p>8th grade pretest for the mile run: 45% at/above standard</p>	<p>PHYSICAL EDUCATION</p> <p>All 6th grade students will improve by meeting standard on the mile run post test.</p> <p>All 7th grade students will improve by meeting standard on the mile run post test.</p> <p>All 8th grade students will improve by meeting standard on the mile run post test.</p>

Planned Strategies/Activities

Strategy/Activity 1

Teachers identify essential standards as focus for the year.

Teachers create and administer common assessments that align to the identified essential standards.

Teachers use modeling, peer feedback, and rubrics to inform student achievement.

Teachers use PLC time to analyze results, plan lessons, and discuss instructional strategies to support student achievement using Common Assessment Protocols. Lessons will include modeling, evaluation, and practice.

Teachers use common formative assessment scores to group any student needing additional time and instruction (Tier II intervention groups).

Collaborative Conferences have been set in place, three times per year, to analyze all student results to determine individuals who need Tier III support.

The Tier II and Tier III groups created by specific needs across the grade level will meet four times per week for thirty minutes per day (CUB period). These small groups will be flexible based on student progress.

Teachers are GLAD trained and use GLAD strategies to meet the needs of all learners.

Teachers reteach and give retake opportunities.

Teachers use Healthy Fitness Zone Standards (criterion referenced) and Presidential Standards (norm referenced) to drive curriculum and assessment.

Teachers collaborate to develop, and revise units, lesson plans, labs and assessments to align with the Next Generation Science Standards (NGSS) to support student learning.
Teachers include critical literacy skills in science classes with Claim Evidence and Reasoning to support literacy.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023 - June 2024

Person(s) Responsible

6-8 teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Site Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Grade level funds for instructional materials and classroom supplies.
Amount	2,000
Source	Site Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Department funds for instructional materials and classroom supplies.
Amount	4,000
Source	Site Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Collaboration, vertical articulation, planning, Collaborative Conferences, release time for grade level teams.
Amount	2,000
Source	Lottery: Inst. Materials
Budget Reference	4000-4999: Books And Supplies
Description	Curriculum and instructional materials

Strategy/Activity 2

After school tutoring

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023 - June 2024

Person(s) Responsible

6-8 teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,050
Source	ESSER III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After school tutoring

Strategy/Activity 3

After school tutoring

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023 - June 2024

Person(s) Responsible

Paraprofessionals (Instructional Assistants)

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	ESSER III
Budget Reference	2000-2999: Classified Personnel Salaries
Description	After school tutoring

Strategy/Activity 4

6-8 teachers will use Math and Reading IXL to target students' individual math and reading levels. Teachers will use the initial scores to set goals for individual students and measure growth over the school year. The program will be used to guide, monitor, and support students with math and reading materials at their independent math and reading levels.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023 - June 2024

Person(s) Responsible

6-8 teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

English Learner teacher using curriculum and materials to increase language levels. Assess EL students using the ELPAC.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023 - June 2024

Person(s) Responsible

English Learner teacher

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Supplemental Grant
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Support for EL testing and reclassification (ELPAC)
Amount	1,000
Source	Supplemental Grant
Budget Reference	4000-4999: Books And Supplies
Description	EL curriculum and materials to help with English language development
Amount	770
Source	Lottery: Inst. Materials
Budget Reference	4000-4999: Books And Supplies
Description	Renaissance Learning AR reading program

Strategy/Activity 6

Software licensing for Gimkit, Formative/Nearpod, and Scholastic News to help support student learning in multiple academic areas.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2023 - June 2024

Person(s) Responsible

6-8 teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Lottery: Inst. Materials
Budget Reference	4000-4999: Books And Supplies
Description	Software licensing

Strategy/Activity 7

Professional Learning

Students to be Served by this Strategy/Activity

All students

Timeline

August 2023 - June 2024

Person(s) Responsible

6-8 teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,500
Source	Lottery
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Eduprotocol presenter at staff professional development day

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

School Climate and Engagement

Goal Statement

Board Goal #2: Maintain safe and orderly schools with a positive, engaging, and supportive climate.

Site Goal: At Silverado Middle School we will maintain a positive school climate as measured by the student and parent survey, attendance, discipline data and suspension data.

LCAP Goal

2. Maintain safe and orderly schools with a positive, engaging, and supportive climate.

Basis for this Goal

Analysis of Student Survey
Analysis of Parent Survey
Analysis of Student Attendance
Analysis of Discipline Data
Analysis of Suspension Data

Please refer to the parent/staff and student survey data supplement where a full analysis is provided.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
1. Student Survey	1. On the 22/23 Student survey, 93% of students reported they do not feel any peer pressure from other students.	1. On the 23/24 Student survey, at least 95% of students will report they do not feel any peer pressure from other students.
2. Parent Survey	2. On the 22/23 Parent survey, 60% of parents report their student feels safe at school.	2. On the 23/24 Parent survey, at least 80% of parents will report their student feels safe at school.
3. Student Attendance	3. Student attendance for 22/23: 6th-grade 94.47% 7th-grade 93.30% 8th-grade 93.45%	3. Student attendance for 23/24: 6th-grade 95% 7th-grade 95% 8th-grade 95%
4. Discipline Data	4. Discipline Data (SWIS): 311 major referrals in 22/23	4. Discipline Data (SWIS): less than 200 major referrals in 23/24
5. Suspension Data	5. Suspension Data: Number of suspensions in 22/23 - 6 incidents	5. Suspension Data: Number of suspensions in 23/24 will be less than 6 incidents

Planned Strategies/Activities

Strategy/Activity 1

A focus on both sides of the MTSS pyramid (behavior/SEL and academic supports).
Teachers will utilize the Digital Citizenship/Nearpod curriculum to inform students about critical issues and how to get the support they may need.
The counselor will reach out to students and use a variety of resources to provide academic, social, and emotional support using the TOOLBOX tools.
Student Leadership opportunities including, but not limited to, Student Council, WEB, Teacher Assistants, club leaders, and athletics.
Use of Restorative Practices including, but not limited to, Community Building Circles, behavior support learning modules, Alternative Learning Center, Restorative Circles, Behavior Support Modules and Self Reflections.
Student assemblies will provide information and enrichment to the student population.
Information will be shared in Weekly Announcements that are shared with all students and families.
Classroom social-emotional lessons for all students.
Aperture lessons correlating to needs based on SEL team meetings.
Expanded Wellness Together site-based counseling.
Small group counseling provided by school counselors.
Administration will support the implementation of positive incentives and rewards for student behavior, effort, and achievement.
Programs to provide support to parents/families (ie. Bear Treasures, Lost But Not Forgotten, Giving Tree).
Family Picnics (fall and spring).
Partnership with the Roseville Police Department.
Pro Youth program (making healthy decisions).

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023 - June 2024

Person(s) Responsible

6-8 teachers and staff

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Site Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After school clubs
Amount	4,825
Source	Supplemental Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Additional counseling support (Wellness Together)
Amount	3,500
Source	Site Allocation

Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Incentives, rewards and recognitions
Amount	2,000
Source	Lottery
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	School assembly
Amount	2,000
Source	Site Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	WEB training days
Amount	1,500
Source	Site Allocation
Budget Reference	4000-4999: Books And Supplies
Description	WEB materials and supplies
Amount	1,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies
Description	Supplies, transportation and clothing for foster/homeless students
Amount	1,800
Source	Lottery
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for PBIS Tier II training
Amount	700
Source	Supplemental Grant
Budget Reference	4000-4999: Books And Supplies
Description	Parent outreach and parent night

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	51,645.00

Allocations by Funding Source

Funding Source	Amount	Balance
Site Allocation	23,000	0.00
Supplemental Grant	8,525	0.00
ESSER III	8,050	0.00
Lottery: Inst. Materials	5,770	0.00
Lottery	6,300	0.00

Expenditures by Funding Source

Funding Source	Amount
ESSER III	8,050.00
Lottery	6,300.00
Lottery: Inst. Materials	5,770.00
Site Allocation	23,000.00
Supplemental Grant	8,525.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	3,500.00
1000-1999: Certificated Personnel Salaries	19,850.00
2000-2999: Classified Personnel Salaries	3,000.00
4000-4999: Books And Supplies	16,970.00
5000-5999: Services And Other Operating Expenditures	6,825.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	ESSER III	5,050.00
2000-2999: Classified Personnel Salaries	ESSER III	3,000.00
1000-1999: Certificated Personnel Salaries	Lottery	1,800.00
4000-4999: Books And Supplies	Lottery	1,000.00
5000-5999: Services And Other Operating Expenditures	Lottery	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	1,500.00
4000-4999: Books And Supplies	Lottery: Inst. Materials	5,770.00
0001-0999: Unrestricted: Locally Defined	Site Allocation	3,500.00
1000-1999: Certificated Personnel Salaries	Site Allocation	11,000.00
4000-4999: Books And Supplies	Site Allocation	8,500.00
1000-1999: Certificated Personnel Salaries	Supplemental Grant	2,000.00
4000-4999: Books And Supplies	Supplemental Grant	1,700.00
5000-5999: Services And Other Operating Expenditures	Supplemental Grant	4,825.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Rich Knox	Principal
Kelly Brophy	Other School Staff
Jaime Lincoln	Parent or Community Member
Michael Nakashima	Parent or Community Member
Megan Paterson	Parent or Community Member
Angela Hafer	Parent or Community Member
Julie Ruhle	Classroom Teacher
Brenda Kinney	Classroom Teacher
Monica Franklin	Classroom Teacher
Jeremy Biddle	Other School Staff
Emmi Ben Iesau	Secondary Student
Peter Wright	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Juesday Mahberg

English Learner Advisory Committee

11/6/23

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

R. Knox
Jamie Lincoln

Principal, Rich Knox on

11/6/23

SSC Chairperson, Jamie Lincoln chair) on

10-12-23

Silverado Middle School District and State Assessments

Grade Level Assessments

	2020-21 Baseline		2021-22		2022-23	
Grade 6	Site	District	Site	District	Site	District
EOY Math Assessment	3%	3%	17%	19%	45%	43%
Language Arts: Comprehension Summative (RI 6.1, RL 6.1, RI 6.2, RL 6.2, RI 6.4, RL 6.4, RI 6.5, RL 6.5)	12%	12%	18%	18%	24%	33%
Grade 7	Site	District	Site	District	Site	District
EOY Math Assessment	15%	18%	25%	24%	31%	27%
Language Arts: Comprehension Summative (RL 7.1, RI 7.1, RL 7.2, RI 7.2, RW 7.9)	19%	21%	14%	22%	26%	26%
Grade 8	Site	District	Site	District	Site	District
EOY Math Assessment	27%	10%	50%	44%	43%	42%
Language Arts: Comprehension Summative (RL 8.1, RI 8.2, RI 8.4, RL 8.6)	62%	52%	80%	70%	84%	76%

Summary:

All students in grades 6-8 at Silverado Middle School were administered the End of Year (EOY) Grade Level DCJESD Assessments in the spring of 2023. These scores will be used to compare and analyze at the site and district level over a three year period.

**It is noted that the initial 2020-2021 scores reflect an "atypical" school year due to the COVID-19 pandemic. In 2020-2021 students began the year in distance learning via technology; moved to a hybrid learning model, AM/PM schedule; then to a modified schedule where all students left campus prior to lunch; and then ended the year with a typical full day schedule.*

6th Grade:

- 45% of students mastered the EOY Math Assessment; this was an increase of 28% from the previous year and 2% higher than the District average.
- On the EOY ELA Summative, 24% of students met or exceeded the standard.

7th Grade:

- 31% of students mastered the EOY Math Assessment; this was an increase of 6% from the previous year and 4% higher than the District average.

Silverado Middle School District and State Assessments

- On the EOY ELA Summative, 26% of students met or exceeded the standard. That is a 12 point increase from the previous year.

8th Grade:

- 43% of students showed mastery on the EOY Math Assessment. This is 1% higher than the District average.
- On the EOY ELA Summative, 84% of students met or exceeded the standard. That is a 4 point increase from the previous year.

Silverado Middle School showed higher assessment results in 5 out of 6 assessments compared to the previous year.

Smarter Balanced CAASPP Performance Assessments

	2020-21 Baseline		2021-22		2022-23	
Grade 6	Site	District	Site	District	Site	District
Math % Met Achievement Standard	41%	36%	43.81	40.28	52%	41%
ELA % Met Achievement Standard	59%	51%	56.72	54.65	67%	56%
Grade 7	Site	District	Site	District	Site	District
Math % Met Achievement Standard	43%	41%	37.37	36.52	44%	42%
ELA % Met Achievement Standard	66%	65%	58.25	58.23	66%	61%
Grade 8	Site	District	Site	District	Site	District
Math % Met Achievement Standard	45%	39%	48.40	43.65	44%	38%
ELA % Met Achievement Standard	64%	58%	58.11	57.73	65%	52%

Summary:

All students in grades 6-8 at Silverado Middle School were administered the Smarter Balanced CAASPP Performance Assessments in the spring of 2023. These scores will be used to compare and analyze at the site and district level over a three year period.

**It is noted that these initial 2020-2021 scores reflect an "atypical" school year due to the COVID-19 pandemic. In 2020-2021 students began the year in distance learning via technology; moved to a hybrid learning model, AM/PM schedule; then to a modified schedule where all students left campus prior to lunch; and then ended the year with a typical full day schedule.*

Silverado Middle School District and State Assessments

6th Grade:

- The students in 6th grade scored higher on both the Math and ELA CAASPP Assessments than the District averages (11% higher than the District in Math at 52% mastery, and 11% higher than the District in ELA at 67% mastery).

7th Grade:

- The students in 7th grade scored higher on both the Math and ELA CAASPP Assessments than the District averages (2% higher than the District in Math at 44% mastery, and 5% higher than the District in ELA at 66% mastery).

8th Grade:

- The students in 8th grade scored 44% on the Math CAASPP Assessment, compared to the district average of 38%, and 8th graders scored 65% on the ELA CAASPP Assessment, compared to the district average of 52%.

Silverado Middle School Parent/Staff Survey 2022-2023

- **Parent Survey:** Please note that only 15% of Silverado Middle School parents completed the survey in the 2022-2023 school year. Parent survey results should be looked at with caution due to the relatively low response rate.
- **Staff Survey:** 56% of certificated and classified staff completed the survey in the 2022-2023 school year.
- **Student Survey:** 78% of students completed the survey in the 2022-2023 school year.

Student Engagement

	2020-21		2021-22		2022-23	
<i>Students...</i>	Parent	Staff	Parent	Staff	Parent	Staff
cares about my/thier school.	86%	78%	84%	59%	82%	60%
wants to do well in school.	93%	96%	95%	76%	87%	72%
comes to class prepared.	91%	78%	91%	26%	90%	38%
likes going to school.	84%	95%	73%	70%	71%	77%

Summary:

Research shows that student engagement plays an essential role in the learning process. Engaged students experience greater satisfaction with school experiences, which benefits their academics, attendance, and overall lowers incidences of acting-out behaviors. In the area of student engagement, the greatest discrepancy between parent and staff perception is students coming to class prepared. Parents have a fifty-two percent (52%) higher belief that students are prepared for class each day than teachers report. Silverado (SMS) will work to create greater communication in this area to ensure parents know exactly what they can do at home to make sure their children are prepared for class. Students have a greater chance at success when school and home communicate and work together.

Learning Environment

	2020-21		2021-22		2022-23	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
is clean.	91%	93%	93%	92%	88%	98%
maintains its resources well.	92%	88%	88%	84%	84%	80%
has facilities with up-to-date technology.	87%	88%	85%	89%	85%	80%
want(s) students to succeed.	92%	100%	88%	100%	89%	100%
provide(s) a well-rounded curriculum.	80%	100%	86%	92%	77%	92%
offer(s) challenging classes.	79%	96%	78%	89%	75%	86%
focus(es) on students' character.	82%	74%	79%	76%	76%	89%

Summary:

It is imperative for a school's learning environment to be safe, positive, have a warm climate and inclusive culture. It is also important to teach to the "whole child" and provide learning opportunities that will support and challenge them. A safe, clean and challenging learning environment promotes higher levels of success academically and behaviorally. In the area of student learning environment, one hundred percent (100%) of Silverado Middle School (SMS) teachers indicated that all teachers want all students to succeed with only eighty-nine percent (89%) of parents sharing this sentiment. With our focus in the 30 minute CUB period built into the master schedule for intervention, it is the hope that parents will see our increased efforts for all students to succeed. We will also communicate with our parents so they understand essential standards, Tier III interventions, and know exactly what is being taught during the CUB intervention block.

Expectations

	2020-21		2021-22		2022-23	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
encourage(s) students to participate in extracurricular activities (e.g., clubs, sports teams.			79%	93%	80%	100%
set(s) high expectations for student achievement.	79%	87%	78%	76%	70%	81%
success in college or a career.	69%	91%	67%	72%	59%	81%
encourage(s) a healthy lifestyle.	75%	83%	73%	61%	66%	84%

Summary:

One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement. It is imperative that we, as a district, continue to encourage and provide opportunities which develop high expectations, both in and out of school. Having high expectations for all students at Silverado Middle School is very important because we know from research students perform at higher levels when they are expected to. In the area of expectations, parents and staff have an 11-point discrepancy regarding setting high expectations for student achievement. SMS will do work in grade level PLC teams to discuss setting high standards for all students.

Student Support

	2020-21		2021-22		2022-23	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
I understand what types of academic support are available to students.	79%	96%	76%	91%	69%	95%
Students receive the resources and support they need.	77%	74%	74%	72%	70%	89%
I understand what types of social-emotional support are available to students.	73%	88%	66%	83%	62%	92%

Summary:

Supporting all students, both academically and social-emotionally, is a top priority in our district. We achieve this through our Multi-Tiered Systems of Support (MTSS model). SMS has made a great effort to teach students social and emotional strategies to help them navigate the pressures and demands of middle school. Only sixty-two percent (62%) of parents understand the types of social/emotional learning (SEL) supports available. Silverado will communicate our efforts and support more effectively. We want parents to know and understand the different supports that are offered to our students and the procedures we use to identify student needs.

Student Support

	2020-21		2021-22		2022-23	
<i>Teachers and staff at district schools....</i>	Parent	Staff	Parent	Staff	Parent	Staff
use technology to teach.	93%	96%	91%	100%	94%	100%
try to make class interesting.	78%	100%	79%	98%	72%	100%
encourage collaboration among students.	82%	87%	81%	98%	78%	100%
encourage critical thinking.	80%	96%	83%	87%	75%	92%
listen to students.	79%	96%	76%	94%	65%	97%
encourage students on a regular basis.	83%	100%	75%	98%	73%	100%
help my child when he/she doesn't understand something.	79%		79%		71%	
nurture creativity.	76%	79%	72%	81%	70%	81%

Summary:

Educators recognize that students need to be taught a wide range of skills such as communication, collaboration, digital literacy, critical thinking and problem solving skills in order to thrive in today's world. These are known as the "21st-century skills". Students work harder and achieve more when they feel encouraged and receive positive reinforcement. In the area of student support, seventy-three percent (73%) of our parents feel teachers and staff at district schools encourage students on a regular basis (down 2 points from 21/22). We are going to try to increase student encouragement by recognizing more students throughout the year for academic achievement, hard work and good behavior. We are going to not only recognize students who reach an academic or behavior standard, but we are also looking for ways to recognize and reward students for growth and effort.

Social Climate

	2020-21		2021-22		2022-23	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
school rules are fair.	81%	92%	85%	83%	80%	85%
students from different cultural backgrounds become friends.	84%	81%	85%	84%	79%	85%
students have friends at school.	87%	100%	89%	94%	90%	98%
students respect the teachers and staff.	74%	92%	83%	45%	71%	56%
all staff are treated fairly.	70%	63%	66%	74%	62%	80%
all students are treated fairly.	77%	84%	72%	81%	65%	83%
students get along with each other and respect their differences.	69%	63%	60%	56%	48%	63%
students feel safe at school.	88%	88%	80%	88%	60%	80%
students are comfortable talking to school staff.	71%	77%	66%	77%	61%	90%
staff feel safe at school.	75%	85%	64%	80%	70%	95%
bullying is not a problem. *Q Changed in 20-21 to bullying is a problem.	*26%	*35%	33%	40%	46%	38%

Summary:

Social climate is closely tied to classroom climate, school climate, and values. It is shaped by the relationships between teachers and students, as well as among students. A positive social climate is beneficial to effective teaching and learning. A positive school climate where students feel valued, connected and appreciated fosters higher levels of achievement. In the area of school climate, only sixty-five percent (65%) of Silverado parents feel all students are treated fairly. We are making a conscious effort to connect with all students, give support to all students who need it, and be consistent with discipline and consequences. We will work in our grade level teams to share ideas and best practices of how to connect with students in a meaningful way.

Stakeholder Engagement - Communication with Parents

	2020-21		2021-22		2022-23	
<i>Please indicate how much you disagree or agree with the following statements.</i>	Parent	Staff	Parent	Staff	Parent	Staff
The school keeps me well informed about events and activities	93%		84%		84%	
Teachers keep me well informed about my child's progress.	68%		68%		59%	

Summary:

Clear communication between the school and families is key to student success. In the area of Stakeholder Engagement - Communication with Parents, fifty-nine percent (59%) of our parents feel teachers keep them well informed about their child's progress. At Silverado Middle School we are going to clearly communicate with parents how to use PowerSchool to check grades and how to get automatic updates sent directly to them. We will do this by sending out emails with clear directions and clarifying pictures to help parents navigate the websites and get the information they need to be able to check grades and get automatic updates.

Stakeholder Engagement - Communication with Parents

	2020-21		2021-22		2022-23	
<i>Are you able to communicate with teachers/staff when you need?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Yes	89%		88%		86%	
No	2%		5%		7%	
N/A/ I have not needed to communicate with teachers or staff	8%		7%		8%	

Summary:

In the area of Stakeholder Engagement - Communication with Parents, seven percent (7%) of our parents feel they are not able to communicate with teachers and staff when needed. At SMS we will send out information multiple times per year reminding parents where to find phone numbers, email addresses and basic school information to ensure one hundred percent (100%) of our parents are able to communicate with our teachers and staff.

Stakeholder Engagement - Communication with Parents

	2020-21		2021-22		2022-23	
<i>How do you receive most of your information about your child's school?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Electronic communications sent to me from my child's school			88%		83%	
School and/or District Newsletters	72%		51%		42%	
School and/or District website	42%		28%		26%	
Communications from my child's teacher			35%		33%	
Social Media	19%		11%		5%	
Employees of the district	7%		2%		4%	
Other	9%		5%		8%	
None of the above	0%		2%		0%	

Summary:

Recognizing the methods parents prefer their communication will help us reach more families with more information, with the goal of increasing student achievement. In the area of Stakeholder Engagement - Parent Communication, forty-two percent (42%) of parents say they receive it from our newsletter. Knowing this, SMS is going to make sure we continue to send out information in a variety of ways.

Stakeholder Engagement - Communication with Parents

	2020-21		2021-22		2022-23	
<i>How would you prefer your child's school to provide information to you? (Select all that apply)</i>	Parent	Staff	Parent	Staff	Parent	Staff
Emails	91%		94%		90%	
Text messages	59%		60%		57%	
School and/or District Newsletters	31%		28%		28%	
School and/or District website	15%		19%		21%	
Social media	12%		12%		8%	
Mail/letters	6%		6%		7%	
Phone calls	7%		15%		12%	
School or district meetings	5%		3%		7%	
Other	1%		1%		2%	

Summary:

In the area of Stakeholder Engagement - Parent Communication, ninety percent (90%) of our parents say they prefer to receive most of the school information through email. Knowing this Silverado Middle School is going to send out more emails to share important information. These emails will be short and concise containing only one or two pieces of information. SMS will also begin looking for apps/programs to use to get more information to parents via text messages.

Silverado Middle School Parent/Staff Survey 2022-2023

Parent Involvement

	2020-21		2021-22		2022-23	
<i>District schools...</i>	Parent	Staff	Parent	Staff	Parent	Staff
effectively communicate(s) with parents regarding their child's progress.	82%	100%	70%	94%	78%	97%
encourage(s) parental involvement.	70%	70%	60%	58%	59%	78%
encourage(s) involvement from community members and organizations.		48%		41%		47%
has/have parents who are highly involved.	69%	57%	63%	31%	58%	32%

Summary:

In the area of Parent Involvement, seventy-eight percent (78%) of parents feel district schools effectively communicate with parents regarding their child's progress. At Silverado we are going to regularly remind and encourage parents to check Aeries, and we will send out clear instructions on how to use Aeries. We are also going to send out printed hard copies of progress reports and report cards to all families.

Parental Involvement

	2020-21		2021-22		2022-23	
<i>Which parent or community activity(ies) have you participated in this year?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Back to school night or open house			73%		76%	
School or class event, such as a play, sports event, or award assemblies			38%		46%	
Parent-teacher conference with child's teacher			31%		29%	
Volunteering at my child's school			7%		15%	
Family/Parent Events			8%		9%	
Parent Teacher Association			5%		12%	
School committee or council such as Site Council or ELAC			3%		2%	
District committee or council such as DELAC, GATE or Health			3%		2%	
Other			4%		1%	
None of the above			17%		12%	

Summary:

Back to School Night is the largest parent night at SMS, with seventy-six (76%) of parents reporting that they attend. Parent conference attendance has twenty-nine (29%) of parents sharing that they have attended a conference for their child compared to thirty-one (31%) in the year prior. Our Parent Teacher Association (PTA) involves 12% of our parents, but the actual committee is less than that. The administration will focus on building connections with parents and the community to increase membership and parent participation in this committee.

Parental Involvement

	2020-21		2021-22		2022-23	
<i>I feel that the school and/or district valued my participation or input in...</i>	Parent	Staff	Parent	Staff	Parent	Staff
Parent-teacher conference with child's teacher			82%		75%	
School or class event, such as a play, sports event, or awards assemblies			83%		63%	
Back to school night or open house			69%		68%	
Volunteering at my child's school			92%		94%	
Family/Parent Events (Reading or Math Night, Love n Logic, Latino Family Literacy, etc.)			55%		45%	
Parent Teacher Association (PTA)			90%		93%	
School committee or council such as Site Council or ELAC			100%		67%	
District committee or council such as DELAC, GATE or Health			67%		50%	
Other			86%		100%	

Summary:

This category of valuing parental involvement continues to have positive approval ratings, however, there was a slight decline in some areas from the previous year. Survey results indicate that parents felt valued when they participated in school committees/councils, as well as district committees with an overall positive rating. Ninety-four percent (94%) of parents felt valued when volunteering at school. The lower percentage of parent feedback on their participation being valued was at school/class events, such as plays, sports events or awards assemblies at sixty-three percent (63%). This is most likely due to the fact that there were only a limited number of such events.

Parental Involvement

	2020-21		2021-22		2022-23	
<i>What would help parents become more involved in Dry Creek?</i>	Parent	Staff	Parent	Staff	Parent	Staff
More information on how to support students at home	33%		32%		31%	
More information on involvement opportunities	43%		43%		38%	
More communication between school and parents	22%		32%		28%	
More participation opportunities at the school level	33%		34%		31%	
More events offered in the evening	32%		27%		29%	
More participation opportunities at the district level	8%		5%		10%	
More convenient locations for participation	8%		4%		7%	
More communication in our family's primary language	0%		3%		5%	
More events offered in the morning	6%		2%		5%	
Other	9%		5%		4%	
None of the above	15%		20%		19%	
Virtual Event (Ex. Zoom)	20%		20%		24%	

Summary:

Parental involvement and support is crucial to get higher levels of student achievement. In the area of Parental Involvement, thirty-one percent (31%) of parents want more information on how they can help their child at home. Silverado is going to offer a variety of Parent Education Nights in order to give families more useful information. We will continue improving our communication with families so more parents have the information and will attend the Parent Education Nights. We will also work with parent groups (PTA, SSC, ELAC) to get more ideas of what our families need.

Parental Involvement

	2020-2021		2021-2022		2022-2023	
<i>It is important to offer parents a chance to participate in engagement opportunities, such as...</i>	Parent	Staff	Parent	Staff	Parent	Staff
Back to school night or open house.	92%		90%		89%	
School or class events, such as play, sports events, or award assembly.	90%		92%		93%	
Parent-teacher conferences with my child's teacher.	87%		87%		87%	
School committees or councils such as Site Council or ELAC.	83%		73%		78%	
Family/Parent events, such as Reading or Math Night, Love n Logic, etc.	79%		79%		79%	
District committees or councils such as DELAC, GATE or Health.	76%		70%		74%	
Volunteering at my child's school.	70%		83%		83%	
The Parent Teacher Association (PTA)	73%		76%		79%	
Virtual events.	66%		66%		74%	

Summary:

Parental involvement and support is crucial to get higher levels of student achievement. In the area of Parental Involvement, eighty-nine percent (89%) of parents feel it is important to offer Back To School Night and Open House. Silverado is going to offer both of those opportunities among others this year.

Parental Involvement

	2020-2021		2021-2022		2022-2023	
<i>I feel that the school and/or district value(s) my participation or input in engagement opportunities.</i>	Parent	Staff	Parent	Staff	Parent	Staff
Agree/Strongly Agree	65%		63%		58%	

Summary:

Parental involvement and support is crucial to get higher levels of student achievement. In the area of Parental Involvement, fifty-eight percent (58%) of parents Agree or Strongly Agree that the school and/or district value their participation or input in engagement opportunities.

Self-Awareness

	2020-21	2021-22	2022-23
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I can do most things if I try.	85%	83%	82%
I know when I am feeling overwhelmed.	85%	85%	82%
I feel positive about my future.	73%	73%	75%
I have a lot of strengths.	71%	71%	76%
I am happy with who I am.	70%	68%	70%
I can explain my feelings to others.	40%	40%	34%

Summary:

Self-Awareness is imperative to a child's academic success, and social and emotional growth. This vital thinking skill promotes a child's ability to judge their own behavior and performance, as well as their ability to appropriately respond to diverse social situations. Eighty-two percent (82%) of Silverado students feel they can do most things if they try. We will build on that positive mindset by continuing to encourage effort and persistence.

Growth Mindset

	2020-21	2021-22	2022-23
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I can learn from my mistakes.	87%	84%	84%
I feel confident in my ability to learn new things.	74%	78%	74%
I can usually solve my problems.	83%	78%	72%
I keep trying, even when things are hard.	75%	74%	71%
I am a hard worker.	78%	76%	77%
Challenging myself makes me smarter.	70%	68%	68%
I can make the best out of a bad situation.	60%	56%	56%
If I'm not good at something, I'd rather quit.	13%	15%	16%

Summary:

With a growth mindset, students are able to take on various challenges, and more importantly, learn from them. This increases both their abilities and achievement. When students truly understand that they have the ability to get smarter, they apply an increasing amount of effort. Eighty-four percent (84%) of students believe they can learn from their mistakes. As a school, we focus on the importance of having a Growth Mindset, and we strive to teach our students the skills required to cultivate this mindset.

Self- Management

	2020-21	2021-22	2022-23
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I know right from wrong.	89%	88%	86%
I have goals and plans for my future.	80%	80%	81%
I keep my promises.	86%	87%	84%
I follow the rules.	83%	84%	75%
I finish whatever I begin.	58%	59%	56%
I know how to handle stress.	51%	47%	46%

Summary:

Self-management plans are utilized to prepare students to independently complete tasks. These plans also teach them to take an active role in both monitoring and strengthening their own behavior. Forty-six percent (46%) of Silverado students feel they know how to handle stress. We will explicitly teach all students coping skills from the Toolbox curriculum. All staff will use common vocabulary to support these new coping skills. Self-management is a skill that plays a very important role as children become adults.

Responsible Decision-Making

	2020-21	2021-22	2022-23
<i>Within the past two weeks, how often have you...</i>	Student	Student	Student
waited patiently in line?	83%	82%	78%
paid attention in class?	78%	74%	75%
waited for your turn to talk in class?	82%	82%	79%
told the truth even though it is hard?	67%	67%	62%
thought about what may happen before making a decision?	63%	63%	59%
calmed yourself down when upset?	62%	59%	58%

Summary:

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has defined the term “responsible decision making” as “the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.” Seventy-five percent (75%) of students stated they have paid attention in class in the past two weeks. Our school will continue to show students the importance of education and the need to focus, pay attention and work hard in class.

Social Awareness

	2020-21	2021-22	2022-23
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
It is important to treat people with respect.	96%	94%	91%
I am happy for my friends when they do well in school.	95%	94%	91%
I accept others for who they are, even if they are different from me.	95%	94%	88%
I can tell when someone is upset.	85%	85%	81%
If someone is sad, I try to help him or her.	82%	83%	78%

Summary:

Social awareness is described as the ability to take on the perspective of and empathize with others from diverse backgrounds, and to understand the social and ethical norms for behavior, and finally, to recognize family, school, and community resources which are available. Ninety-one percent (91%) of Silverado students feel it is important to treat people with respect. Our school will continue to support all students to treat others with respect by using The Silverado Way (Be Safe, Be responsible, Be respectful) and publicly recognizing students who are following those rules.

Relationship Skills

	2020-21	2021-22	2022-23
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I have friends at school.	91%	93%	94%
I feel comfortable working in a team with other students.	68%	73%	66%
I can talk easily with other kids in my grade.	68%	69%	65%
I feel like my peers leave me out of things.	57%	23%	26%

Summary:

Relationship skills are a significant part of students' development. When good relationship skills are present, there is a greater rate of self-esteem, and student buy-in increases, which creates a more cohesive class. It is apparent in the classroom that actual instructional time increases as time spent repeating directions again decreases. Ninety-four percent (94%) of students say they have friends at school. Sixty-six percent (66%) of students feel comfortable working in a team with others. Our staff will continue giving students opportunities to work with teams with the hope more students begin to feel comfortable.

Civic Mindset

	2020-21	2021-22	2022-23
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I care about my community.	86%	85%	83%
I am knowledgeable about what is happening in the world.	86%	84%	80%
I read or talk about current events.	64%	62%	62%
I believe that I can make a difference in my community.	57%	57%	55%

Summary:

With a civic-mindset, a person is interested in and cares about what is going on in his/her community. One example of this would be a person who runs for a position on their local school board. It is great to see eighty-three percent (83%) of Silverado students care about their community. That is down two percent (2%) from the previous year.

Social Support

	2020-21	2021-22	2022-23
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
My teachers believe that I will be successful.	73%	71%	66%
I have at least one adult at school that I trust.	71%	76%	72%
I feel like I belong at school.	60%	60%	57%
Adults at school care about me.	70%	65%	62%
Adults at school listen when I have something to say.	68%	65%	58%
No one supports me when I need help.	9%	12%	0%
Adults at school support me when I need help			62%

Summary:

Social support is described as having a network of friends and family who a person can turn to in times of need. Social support enhances quality of life and provides a more positive self-image. Fifty-seven percent (57%) of students feel like they belong at school. The Silverado staff will continue working to get all students connected to the school and to at least one adult on campus. Staff will greet every student at the door everyday and will utilize classroom strategies to get students connected.

Silverado Middle School Parent/Staff Survey 2022-2023

Emotional Well-being

	2020-21	2021-22	2022-23
<i>Within the past two weeks, how many times have you....</i>	Student	Student	Student **Number of students reporting 0 times
worried about school work?	31%	33%	10%
had trouble falling asleep?	26%	29%	27%
felt like not talking to anyone?	19%	22%	28%
felt sad?	19%	19%	22%
felt anxious?	21%	24%	24%
felt like you could not focus in school?	20%	20%	19%
felt lonely?	16%	17%	39%

Summary:

Emotional health and well-being is an important part of overall health. People who are emotionally healthy are shown to have better control of their own thoughts, feelings, and behaviors. In addition, they typically have healthy and positive relationships. Over the past two weeks, twenty-four percent (24%) of students felt anxious. Silverado staff will use the six PowerTools to help all students process and cope with feelings of anxiety.

Frequency of Bullying

	2020-21	2021-22	2022-23
<i>Since the start of the school year, how often have you experienced the following:</i>	Student	Student	Student **Number of students reporting NEVER experiencing bullying
I have been verbally bullied by students at school.	6%	14%	71%
I have been electronically bullied by students (e.g., text messages, email, social media).	3%	5%	91%
I have been physically bullied by students at school.	1%	4%	91%

Summary:

Bullying is an unacceptable behavior. It is critical for schools to have clear and comprehensive prevention practices, as well as policies in place to address bullying and all forms of harassment. An emphasis must be placed on prevention, timely and consistent intervention, social-emotional supports (for both victims and bullies), and clear, appropriate discipline. Educators, school psychologists, students, and their families must work together to ensure that students feel safe while at school, as well as on the way to and from school. The data above provides a baseline of the various kinds of bullying our students may have experienced during the school year. Nine percent (9%) of students report being physically bullied at school. Silverado staff will continue to work with all students involved in bullying and will seek to repair damaged relationships.

Location of Bullying

	2020-21	2021-22	2022-23
<i>Where in school have you been bullied?</i>	Student	Student	Student
During recess or outside time.	43%	53%	47%
In a classroom.	31%	41%	43%
At the cafeteria.	14%	22%	23%
In hallways.	23%	28%	26%
In the locker room.	10%	17%	18%
In the bathroom.	6%	7%	7%
Online	32%	25%	23%
Other	25%	25%	26%

Summary:

Research shows that the highest occurrences of bullying appear to be in places where there is a combination of a high number of children and a lower rate of adult supervision. These locations often have less structure. Examples of this would be: the lunchroom, blacktop area and restrooms. The data above shows locations where potential bullying may have occurred. Silverado students report that forty-seven percent (47%) of bullying is happening during outside time. We will encourage our students to report all bullying to an adult or the online reporting system, STOPit.

Peer Pressure

	2020-21	2021-22	2022-23
<i>I feel pressure from other students to....</i>	Student	Student	Student
I do not feel pressure from other students.	95%	95%	93%
vape or use e-cigarette devices.	4%	5%	6%
use illegal drugs.	4%	2%	3%
use alcohol.	3%	2%	3%
use tobacco.	3%	2%	3%
use prescription drugs that are not prescribed to me.	3%	0%	3%

Summary:

Peer pressure can be very strong in middle school and can be used in positive and negative ways. Ninety-three percent (93%) of Silverado students report not feeling any peer pressure from other students. Six percent (6%) of students claim they have been pressured to use a vape or e-cigarette. We will educate our students and parents about the harmful effects of vaping using our School Resource Officer from the Roseville Police Department.

School Environment

	2020-21	2021-22	2022-23
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I am proud to be part of my school.	68%	63%	57%
My school is a safe place.	70%	60%	49%
School activities are interesting.	57%	58%	49%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	43%	40%	39%
Students at my school are motivated to learn.	42%	36%	26%

Summary:

A positive school environment has many benefits. Studies have shown that it reduces stress in both teachers and students, which boosts a more positive mindset. It has a positive effect on student attendance and achievement, and teacher retention as well. Within the school environment, the classroom environment also greatly affects student learning. This specific environment provides opportunities for students to build social skills, as well as clear learning goals, feedback, and many strategies for success. The staff is committed to creating an encouraging and stimulating learning environment for all students. These numbers will serve as a baseline for improvement and growth in this area, to achieve positive opportunities for our students. Fifty-seven percent (57%) of students say they are proud to be part of their school. We will continue to recognize students in a variety of positive ways in the hopes of them feeling proud of themselves for a job well done.

Addendum

For questions related to specific sections of the template, please see instructions below:

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Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program



Silverado Middle School

School Site Council

2:30-3:30pm GV5 (Thursdays)

Year At a Glance 23/24

September 14, 2023

Purpose of SSC
SSC training and compliance (PPT)
Site Council elections (officers)
Year at a glance
School plan review
Uniform Complaint Annual Notification
Site Professional Development

October 12, 2023

District/site goals
Review By-Laws
School plan approval

November 16, 2023

Approve By-Laws
School plan approval
Review survey results
Review CAASPP scores

January 25, 2024

Improving Student Achievement – Intervention Update
Discuss Surveys
Dashboard Review
Clubs share out

February 15, 2024

LCAP Review

Review Safety Plan-Ensuring a Safe and Orderly Environment

Begin Development of School Goals

March 14, 2024

LCAP (Local Indicator 3 Parent Rubrics)

Membership review

Review SSC election/ballot process

School Goals 24/25

Review Student/Parent Handbook

Builder's Club (share out)

April 18, 2024 - if needed

May 16, 2024 - if needed

Silverado Middle School
SCHOOL SITE COUNCIL BY-LAWS

ARTICLE I: Name of Committee

The name of this committee will be the Silverado Middle School Site Council.

ARTICLE II: Objectives

The objective of the School Site Council (SSC) shall be to assist the school in creating a school improvement program as identified in AB65. The School Site Council shall be advisory in nature, and these by-laws shall in no way be construed as giving the School Site Council a veto over project or program activities. The principle functions are advisory in nature and to review the School Improvement Plan, to review its implementation, to assess periodically the effectiveness of the program, to approve the school improvement budget, and to recommend modification of the plan to reflect changing needs and priorities. Final decision making authority rests with the administration and the Board of Trustees.

ARTICLE III: Membership

Section 1. School Site Council

The Council shall be composed of the principal and representatives of teachers elected by teachers at the school, other school personnel elected by other school personnel at the school, parents of pupils attending the school elected by such parents, and students elected by students attending the school. In addition, community members may serve on the Council if elected by the parents of the school. The Council shall be constituted to ensure parity between the principal, classroom teachers, (4) and other school personnel (1 classified) and parents (4) or other community members selected by parents and students (2). The classroom teachers shall comprise the majority of those persons representing school staff. Council members representing parents or other community members may be employees of the school district as long as they are not employees at this school.

Section 2. Responsibilities and Rights

All Council members shall enjoy the full rights and obligations of membership. Each Council member shall be entitled to one vote and may cast that vote on each matter submitted to the Council. Voting by proxy or absentee ballots is not permitted.

Section 3. Termination of Membership

A. Members shall no longer hold membership who cease to meet the requirement of the position for which they were elected. Membership may be terminated for any member who is absent from all regular and special meetings for a period of three consecutive months. The Council, by affirmative vote of two-thirds of all of the members of the Council, may recommend termination of membership.

Section 4. Term of Office

All members of the Council shall serve for a two-year term. The term of appointment will be concurrent with the school year

Section 5. Resignation

Any member may resign by filing a written resignation with the Council chairperson or school administrator.

Section 6. Vacancy

Any vacancy on the Council shall be filled for the remainder of the unexpired term. The chairperson shall appoint to fill the vacancy.

ARTICLE IV: Officers

Section 1.

The officers of the School Site Council shall be a chairperson, vice-chairperson, a recording secretary.

Section 2. Election and Term of Office

The chairperson, vice-chairperson, and secretary of the School Site Council shall be elected annually by the newly-formed Council at their first meeting each school year.

Section 3. Chairperson

The chairperson must be a community member within the school district boundaries other than an employee of the school district. The chairperson, in cooperation with the principal, shall prepare an agenda for each council meeting. He/she shall preside at all meetings of the School Site Council and, in addition, he/she will perform all duties incident to the office of chairperson and such other duties as may be prescribed by the School Site Council from time to time.

Section 4. Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in event of her/his absence. He/she must be a community member other than an employee of the school district.

Section 5. Recording Secretary

The recording secretary shall keep the minutes of the meetings both regular and special of the School Site Council and shall transmit true and correct copies of the minutes to each of the members, to the principal and to such other persons as the committee may deem appropriate. The recording secretary shall see that all notices are duly given in accordance with the provisions of these by-laws; be custodian of the Council's records: keep a register of the address and telephone number of each member of the Council and, in general, perform all duties related to the office of the recording secretary and such other duties as from time to time may be assigned to the office by the chairperson. Official minutes will be kept in the school office.

ARTICLE V: Standing and Special Committees

Section 1. Creation and Abolition of Standing and Special Committees

The School Site Council may from time to time create and abolish such standing or special committees as it may desire. Members for such committees may be drawn from the community and will include a member from the Council. No standing or special committee may exercise the authority of the School Site Council.

Section 2. Membership

Unless otherwise determined by the School Site Council in its decision to establish a committee, the chairperson of the School Site Council shall appoint members to the various committees with approval of School Site Council.

Section 3. Term of Office

Each member of a committee shall continue as such for the term of his appointment and until his successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

ARTICLE VI: Meetings of School Site Council

Section 1. Regular Meetings

The School Site Council shall, if possible, meet regularly once each month while school is in regular session; the principal must be in attendance at all meetings. Meetings will follow the format set forth in Roberts' Rules of Order.

Section 2. Special Meetings

Special meetings may be called by the chairperson or by majority vote of the School Site Council.

Section 3. Place of Meetings

The School Site Council shall hold its regular meetings and its special meetings in a facility provided by the school.

Section 4. Notice of Meetings

At the first meeting of the year, a calendar of meetings shall be established, publicized, and placed on the agenda. All required notices shall be delivered to the SSC and committee members no less than 72 hours in advance of the meeting.

Section 5. Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section 6. Meetings Open to Interested Persons

All regular and special meetings of the School Site Council and its standing or special committees shall be open at all times to interested persons within the school district.

Section 7. Parent Survey

The purpose of the School-Based Parent Survey is to solicit parent feedback regarding the strengths and needs within the school's programs so that the Council can identify areas in which to focus. This survey may be distributed at any time throughout the school year. Results will be presented and reviewed at a regularly scheduled School Site Council meeting.

Section 8. Teacher Feedback

In order to align more closely with overall Professional Learning Community (PLC) efforts of the school, teacher feedback may be solicited at any time throughout the school year. This feedback may be gathered in a variety of ways such as: Facilitated Staff meetings, Minimum Day structured feedback opportunities, written and verbal communication or the administration of specific site surveys. Each school site may determine the most valuable method(s) of soliciting teacher feedback for program improvement efforts.

ARTICLE VII: Election Procedures

Section 1. Election for community members shall take place in the spring.

Section 2.

- A. The principal of the school is automatically a member of the School Site Council.
- B. The four teacher representatives shall be elected during a faculty meeting at the beginning of the school year.
- C. A classified employee representative shall be elected at a meeting called for that purpose by the principal at the beginning of the school year.
- D. The four community members shall be elected by ballot distributed through the monthly school communication.
- E. Notification of upcoming elections and of requests of nominations of community members shall be made in a timely fashion prior to the elections.

ARTICLE VIII: Amendments

An amendment of these by-laws may be made at any regular meeting of the SSC by a vote of two-thirds or a quorum of the members. Written notice of the proposed amendment must be submitted to SSC members at least three (3) days prior to the meeting at which the amendment is to be considered for adoption.

Amended: August 29, 2013

Student Name _____ (printed)

**Silverado Middle School Student Compact
2023-2024**

Student Pledge

As a Silverado Middle School student, I realize the importance of doing my best every day. I know I am responsible for my own success. As a student I agree to:

- Be in class and on time each day, return all completed classwork and homework on time.
- Support the School Wide Behavior Plan, Positive Recognition Program and classroom rules.
- Ask for help when I need it.
- Regularly talk to my parents and my teachers about my progress in school.
- Limit my TV/computer use and read every day.
- Show respect for myself, school, classmates, staff and family.
- Read the Silverado Student Handbook, review it with my parents and agree to the conditions.
- Use my Silverado electronic calendar or other organization tool regularly as a tool for academic success.
- **Read, understand and agree to follow the conditions in the District Instructional Technology Use Policy.**
- **Have logged onto my Aeries account with my parents to review my information.**

Student Signature _____ Date _____

Parent/Guardian Pledge

I/we understand that my participation in my child's education will help his/her achievement and attitude. As a parent/guardian I agree to:

- Make sure my child gets to school on time everyday and is well rested.
- Check my child's electronic calendar or other organization tool on a daily basis and make sure he/she completes all home and class assignments.
- Support the School Wide Behavior Plan, Positive Recognition Program and classroom rules.
- Know how my child is progressing by attending conferences, accessing Aeries, reviewing school work, talking to the teachers, attending Back to School Night, Open House and being involved in the school.
- Read all communication sent home.
- Provide a quiet place and time for my child to do school work.
- Monitor and limit TV/computer use and encourage my child to read daily.
- Read the Silverado Student Handbook, review it with my child and agree to the conditions.
- **Read, understand and agree to follow the conditions in the District Instructional Technology Use Policy.**
- **Have logged on to my child's Aeries account with them to review their information.**

Parent/Guardian Signature _____ Date _____

Staff Pledge

We understand the importance of a quality education for all students. As a staff member I agree to:

- Provide high-quality curriculum and instruction by teaching the District Grade Level Standards, utilizing effective teaching strategies, and providing interventions in a positive, safe and orderly learning environment.
- Have high expectations and help all students meet standard.
- Communicate with parents including at fall parent-teacher conferences, trimester progress reports and report cards, before and after school parent contact through phone conversations, e-mail or scheduled meetings.
- Communicate homework and class work expectations to all students.
- Maintain a classroom website for students and parents to access for class information.

Advisory Teacher Signature _____ Date _____

Students will not be permitted to participate in extracurricular activities until this page is signed and returned.