

Silverado Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Silverado Middle School
Street	2525 Country Club Drive
City, State, Zip	Roseville, CA 95747
Phone Number	(916) 780-2620
Principal	Rich Knox
Email Address	rknox@dcjesd.us
School Website	https://sm.drycreek.k12.ca.us/
County-District-School (CDS) Code	31-66803-6115604

2023-24 District Contact Information

District Name	Dry Creek Joint Elementary School District
Phone Number	(916) 770-8800
Superintendent	Brad Tooker, Ed.D.
Email Address	superintendent@dcjesd.us
District Website	www.drycreekschools.us

2023-24 School Description and Mission Statement

Principal's Message:

The programs at Silverado Middle School are rooted in the commitment to establish an educational program that meets the needs of all students in the transition from the self-contained elementary school classroom to the departmentalized high school setting. Our programs emphasize academic integrity while meeting our students' social/emotional needs. At Silverado Middle School, we focus on the academic and developmental needs of students to ensure an intellectually stimulating learning environment where all learners experience the meaning of growth, achievement, and high standards. We also provide a positive, supportive and consistent school environment that promotes healthy physical, social and personal growth where students become independent critical thinkers who are prepared to meet the many diverse challenges of responsible citizenship in the 21st century. Silverado Middle School staff has high expectations academically and behaviorally for all students. Silverado staff members promote positive self-esteem, self-motivation, acceptance of differences, cultural diversity, and a sense of responsibility and belonging in their students. Visitors to Silverado will see our vision in action by observing the positive interactions between adults and students, a focus on academics and programs encouraging student achievement, and involvement in our educational community.

Silverado's Mission Statement:

The mission of Silverado Middle School is to create 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, social/emotional, and critical thinking skills.

School Profile:

Silverado Middle School is one of nine (9) schools in the Dry Creek Joint Elementary School District where imagination, creativity, and innovation are hard at work, laying the intellectual foundation for all students. We specialize in opening students' minds to the possibilities that await them in their continued pursuit of academic achievement. Silverado is rich with opportunities in science, technology, engineering, and the arts. Our classrooms are equipped with 21st-century technology and

2023-24 School Description and Mission Statement

staffed with professionals who motivate and inspire our leaders of tomorrow. We are committed to educating the whole child and passionately believe that all students have the right to receive an excellent and equitable education.

Silverado Middle School enjoys the reputation of being a model middle school committed to high academic achievement, supported by students, parents, and staff. The school's rigorous academic program, with an emphasis on technology use in the classroom, enriched by a comprehensive exploratory program and student-centered environment, defines Silverado Middle School. Silverado maintains the distinction of being a California Schools to Watch model school and has received its sixth re-designation as a California Schools to Watch recipient. The school, located in Roseville, California, opened in July 1999. The current sixth, seventh, and eighth-grade enrollment total is 952 students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	317
Grade 7	311
Grade 8	298
Total Enrollment	926

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51.1%
American Indian or Alaska Native	0.6%
Asian	7%
Black or African American	1.6%
Filipino	3.3%
Hispanic or Latino	22.6%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	9.5%
White	54.6%
English Learners	8.6%
Foster Youth	0.2%
Homeless	1.3%
Migrant	0.1%
Socioeconomically Disadvantaged	28.6%
Students with Disabilities	9.9%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.70	62.26	279.30	86.94	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	14.80	35.81	35.30	11.01	12115.80	4.41
Unknown	0.80	1.94	6.50	2.04	18854.30	6.86
Total Teaching Positions	41.30	100.00	321.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.30	65.60	280.50	88.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	13.40	29.91	27.50	8.63	11953.10	4.28
Unknown	2.00	4.46	10.10	3.20	15831.90	5.67
Total Teaching Positions	44.80	100.00	318.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	14.80	13.40
Total Out-of-Field Teachers	14.80	13.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Dry Creek Joint Elementary School District held a Public Hearing on September 14, 2023, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Online access to textbooks is also an available option for mathematics, English Language Arts/English Language Development (ELA/ELD), History Social-Science and Science in grades kindergarten through eight. Instructional materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are piloted and reviewed by teachers, and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at each school site, the district office, and in some cases online prior to adoption. Parent input and feedback are given to the Board with committee recommendations. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used in the school.

Year and month in which the data were collected August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync - McGraw-Hill (Adopted 2017)	Yes	0.0%
Mathematics	Pearson, California Digits @ 2014 (6-8) (Adopted 2014) Carnegie Learning, Carnegie Learning Integrated Mathematics I @ 2014 (8 Advanced/ High School Course) (Adopted 2014) Glencoe/McGraw-Hill, California Triumphs @ 2007 (Intervention Resource) (Adopted 2009)	Yes	0.0%
Science	McGraw-Hill School Education, California Inspire Science @2020 (Adopted 2020)	Yes	0.0%
History-Social Science	National Geographic World History - National Geographic (Adopted 2018)	Yes	0.0%
Foreign Language	N/A		
Health	6-8 Teen Health - Glencoe/McGraw-Hill @ 2004 (Adopted 2006), Positive Prevention Plus @ 2017 (Adopted 2017)	Yes	0.0%

School Facility Conditions and Planned Improvements

Silverado Middle School was originally constructed in 1999. The design of Silverado Middle School works hand-in-glove with the instructional program. First, each grade level is housed in its building complex, which promotes interdisciplinary teaming. Second, the design inspires community and appreciation of the area's history. The exterior design and theme of the campus are based on the area's mining history. Comprehensive site inspections are conducted annually by the local fire department. In addition, site custodians and administrators conduct site inspections monthly to ensure safety, cleanliness, and overall maintenance. The District develops policies and procedures regarding preparedness for fire, earthquake, and other disasters. Routine and scheduled maintenance are conducted as needed. Site staff typically generate work orders using a web-based work order system, which are addressed in an expedient manner. The District takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed promptly. A work order process ensures efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			CH22-Broken Drawer Face - Work Order in place to fix
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Men's RR-Toilet handle loose, Boys Locker Room-Vandalized toilets - Work Order in place to fix
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Empire Mine Bldg Roof cap missing - Work Order in place to fix
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	NC1-Broken Lower Window, Irrigation / landscaping needs improvement - Work Order in place to fix

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	58	66	56	54	47	46
Mathematics (grades 3-8 and 11)	43	47	45	46	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	929	898	96.66	3.34	65.92
Female	453	436	96.25	3.75	73.39
Male	475	461	97.05	2.95	58.79
American Indian or Alaska Native	--	--	--	--	--
Asian	69	65	94.20	5.80	58.46
Black or African American	17	14	82.35	17.65	42.86
Filipino	31	31	100.00	0.00	93.55
Hispanic or Latino	211	208	98.58	1.42	58.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	95	91	95.79	4.21	70.33
White	497	480	96.58	3.42	68.33
English Learners	78	66	84.62	15.38	39.39
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	228	213	93.42	6.58	49.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	95	90	94.74	5.26	24.44

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	929	909	97.85	2.15	46.64
Female	453	440	97.13	2.87	45.45
Male	475	468	98.53	1.47	47.86
American Indian or Alaska Native	--	--	--	--	--
Asian	69	69	100.00	0.00	44.93
Black or African American	17	14	82.35	17.65	28.57
Filipino	31	31	100.00	0.00	74.19
Hispanic or Latino	211	208	98.58	1.42	39.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	95	92	96.84	3.16	51.09
White	497	486	97.79	2.21	48.15
English Learners	78	78	100.00	0.00	12.82
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	228	222	97.37	2.63	33.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	95	89	93.68	6.32	21.35

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	55.95	52.74	44.80	41.61	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	301	292	97.01	2.99	52.74
Female	163	156	95.71	4.29	55.13
Male	137	135	98.54	1.46	50.37
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	65.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	69	67	97.10	2.90	46.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	28	96.55	3.45	42.86
White	163	157	96.32	3.68	55.41
English Learners	22	22	100.00	0.00	18.18
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	74	73	98.65	1.35	34.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	28	90.32	9.68	17.86

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95%	96%	99%	93%	99%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents play important roles at Silverado Middle School. Active participation and involvement are encouraged on committees and panels such as; School Site Council, PTA, English Language Acquisition Committee (ELAC), District Health Committee, Parent Information Nights, student recognition programs, classroom volunteers, and special school events. Several school/community events invite and attract parents and families to our campus throughout the year.

Communicating with parents regarding their child's progress is a top priority at Silverado Middle School. Parents are regularly informed of student progress through parent-teacher conferences, progress reports every sixth week into a trimester, online reporting, report cards, Student Success Team meetings, IEP meetings, tiers of Response to Intervention, and student planners. Parents also can view their student's current grades and attendance at any time using our online Aeries parent portal.

If you have any questions about parent involvement opportunities or general questions about our learning community, please don't hesitate to reach out to Principal Richard Knox at 916-780-2620.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	981	970	186	19.2
Female	484	477	101	21.2
Male	496	492	85	17.3
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	6	6	3	50.0
Asian	72	72	8	11.1
Black or African American	18	18	7	38.9
Filipino	31	31	1	3.2
Hispanic or Latino	220	218	49	22.5
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	97	97	19	19.6
White	529	520	96	18.5
English Learners	92	92	14	15.2
Foster Youth	2	2	1	50.0
Homeless	28	28	12	42.9
Socioeconomically Disadvantaged	348	343	85	24.8
Students Receiving Migrant Education Services	2	2	1	50.0
Students with Disabilities	104	102	31	30.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.21	0.81	4.28	0.43	1.55	2.22	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.28	0
Female	1.45	0
Male	7.06	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	6.94	0
Black or African American	11.11	0
Filipino	0	0
Hispanic or Latino	5.91	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.12	0
White	3.21	0
English Learners	8.7	0
Foster Youth	0	0
Homeless	7.14	0
Socioeconomically Disadvantaged	6.32	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.69	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of Silverado Middle School. The school always complies with the laws, rules, and regulations on emergency preparedness, hazardous materials, and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, emergency drills, lockdown/barricades, secure school, and earthquake drills are conducted with staff and students throughout the school year. Information is communicated to staff through staff meetings and written communication. The School Site Safety Plan was reviewed and approved in February 2023 by the School Site Council. The annual review is scheduled for February 2024, including a consultation with the local police/fire department to review the school's safety plan.

Several initiatives, assemblies, PBIS, and ongoing programs throughout the year educate students about bullying and ensure a positive campus environment. School goals are written to monitor and assess the school's positive environment. Staff, counselors, and administrators provide student services that enable students to have a connection to a caring adult on campus. Students are supervised before and after school by classified staff, certificated staff, and administration. During the school day, a caring, competent, and well-informed team of campus supervisors monitor students at lunch, during passing periods, and after school. There is a designated area for student drop off and pick up. Visitors must sign in at the front office using our 'Raptor' visitor identification system when visiting the school and indicate the reason for their visit. In addition, volunteers must complete the application form, which is reviewed by the administration and kept on file for the year.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	6	17	1
Mathematics	26	4	17	1
Science	27	2	17	2
Social Science	27	2	19	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	6	20	
Mathematics	23	12	15	
Science	28	1	21	
Social Science	28	1	21	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	5	16	4
Mathematics	31	5	12	7
Science	29	2	13	6
Social Science	28	2	13	6

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	463

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9105.53	1623.60	7481.93	96233.69
District	N/A	N/A	8540.32	\$89,219
Percent Difference - School Site and District	N/A	N/A	-13.2	11.1
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-0.9	9.8

Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, the Dry Creek Joint Elementary School District receives state and federal funding for the following categorical funds and other support programs:

Medi-Cal Administrative Activities
 Mandated Cost Reimbursement
 Other State
 Lottery
 Extended Learning Opportunities Program
 Title 1
 ESSER II
 ESSER III
 Special Education
 Special Education: Preschool
 Title 2, Part A Teacher Quality
 Title 4, Part A
 Title 3, Immigrant
 Title 3, Limited English
 ARP Homeless
 Lottery: Instructional Materials
 Sp Ed Learning Recovery
 Sp Ed Mental Health
 Mental Health
 Discretionary Block Grant
 Class Summer Assist Program
 Expanded Learning Opport.
 ELP Paraprofessionals
 STRS on Behalf

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,688	\$54,215
Mid-Range Teacher Salary	\$79,733	\$86,843
Highest Teacher Salary	\$106,670	\$111,440
Average Principal Salary (Elementary)	\$129,654	\$140,851
Average Principal Salary (Middle)	\$143,741	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$276,963	\$252,466
Percent of Budget for Teacher Salaries	41.12%	33.16%
Percent of Budget for Administrative Salaries	5.9%	5.15%

Professional Development

PROFESSIONAL DEVELOPMENT DAYS

For the past several years the district has provided high quality, content and needs aligned professional learning to increase teacher effectiveness and student achievement. The district's vision for continuous improvement in student achievement drives our work.

Professional Learning has been provided through a variety of models; including our designated work days, professional learning institutes, staff meetings, and job embedded learning activities. Since the pandemic, we have developed effective online/virtual training in addition to our in person professional development. The options provided throughout the designated days, cadre, modeling, conference -style, instructional rounds, after school sessions virtual and hybrid styles have provided professional development in a flexible and accessible manner. In addition, five instructional coaches support our school sites on a daily basis with implementation of curriculum, modeling/coaching for teams/individuals, lesson development, ELD support and technology integration. Teacher responses on the surveys administered following professional development have been positive. We use this feedback to assist in the planning of future professional development.

We have provided Professional Development on the following topics:

- English Language Development (ELD)
- Guided Language Acquisition Design (GLAD)
- Instructional Materials Training
- Content Specific essential standards and assessments
- Special Education Services
- Best practices for grading and feedback for students
- Restorative Practices
- Toolbox for Educators
- Trauma Informed Practices
- Various online curriculum platforms and supports
- Co-Teacher Training
- IXL Training for ELA and Math teachers
- Modern Classroom Project
- Aeries Basics and Report Cards
- CASSPP Testing for 3-8 grade
- Building Thinking Classrooms
- SEL
- Eduprotocols
- Incorporating UDL Aligned Strategies
- Absenteeism Support
- Unique Learning System/Analyze Data to Inform Instruction

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	