

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silverado Middle School	31-66803-6115604	May 16, 2024	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Silverado Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

The School Plan for Student Achievement, in collaboration with all engagement partners, was developed to outline a structured and comprehensive approach to improving student learning outcomes and overall educational success at Silverado Middle School.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Silverado Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

The School Plan for Student Achievement, in collaboration with all engagement partners, was developed to outline a structured and comprehensive approach to improving student learning outcomes and overall educational success at Silverado Middle School.

## 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 works collaboratively to do 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 950 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.



# Educational Partner Involvement

How, when, and with whom did Silverado Middle 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 March and May 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 June of each year.

At Silverado Middle School, we believe that all stakeholders should be involved in the development, maintenance and review of all school goals and programs. On an ongoing basis, school staff, the ELAC committee, and the School Site Council, analyze school data and provide input on our school goals and academic programs that are monitored through the SPSA. We adjust our goals and programs based on data and feedback from our stakeholder groups.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The following subgroups have an overall performance level of red or orange.

ELA: none

Math: English Learner and Students with Disabilities

English Learner Progress: none

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed with fidelity, using our multi-tiered systems of supports.

Suspension: All students, English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Asian, Hispanic, White, Two or More Races

Chronic Absenteeism: English Learner, Students with Disabilities, Asian

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state, district and site data. Areas of need will be immediately identified and addressed with fidelity, using our multi-tiered systems of supports.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The following subgroups are two or more performance levels below the "all student" performance category.

ELA: Students with Disabilities

Math: Students with Disabilities

English Learner Progress: none

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Suspension: none

Chronic Absenteeism: none

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.



## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.



# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Silverado Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.54%	0.65%	0.53%	5	6	5
African American	1.84%	1.62%	1.16%	17	15	11
Asian	5.95%	7.02%	8.83%	55	65	84
Filipino	2.70%	3.35%	3.15%	25	31	30
Hispanic/Latino	21.95%	22.57%	23.13%	203	209	220
Pacific Islander	0.43%	0.54%	0.63%	4	5	6
White	56.97%	54.64%	51.52%	527	506	490
Multiple/No Response	9.30%	9.5%	10.83%	86	88	103
Total Enrollment				925	926	951

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	304	317	319
Grade 7	296	311	320
Grade 8	325	298	312
Total Enrollment	925	926	951

#### Conclusions based on this data:

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



# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	70	80	81	6.20%	7.6%	8.5%
Fluent English Proficient (FEP)	77	74	86	9.40%	8.3%	9.0%
Reclassified Fluent English Proficient (RFEP)				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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
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

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<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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

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<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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

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<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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

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### 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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

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<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
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

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<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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

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<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### 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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## 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

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

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<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
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

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<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
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

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<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
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

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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

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### 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

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
926	28.6	8.6	0.2
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	80	8.6
Foster Youth	2	0.2
Homeless	12	1.3
Socioeconomically Disadvantaged	265	28.6
Students with Disabilities	92	9.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	1.6
American Indian	6	0.6
Asian	65	7
Filipino	31	3.3
Hispanic	209	22.6
Two or More Races	88	9.5
Pacific Islander	5	0.5
White	506	54.6



**Conclusions based on this data:**

1. Silverado's EL student population continues to grow each year. There were 80 EL students enrolled in 22/23.

# School and Student Performance Data

## Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Blue</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Yellow</div>		
<div>English Learner Progress</div> <div> Blue</div>		

#### Conclusions based on this data:

- Academic performance indicators for all students in English Language Arts fell within the Very High range and Mathematics fell within the Medium range.
- Chronic Absenteeism decreased resulting in Medium Chronic Absenteeism rate.
- The Conditions and Climate indicator for all students fell within the high range.



# School and Student Performance Data

## Academic Performance English Language Arts

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	4	2

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Blue</p> <p>33.8 points above standard</p> <p>Increased Significantly +17.7 points</p> <p>864 Students</p>	<p>Green</p> <p>3.8 points above standard</p> <p>Increased Significantly +19.4 points</p> <p>105 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Less than 11 Students</p> <p>9 Students</p>	<p>Green</p> <p>4.7 points above standard</p> <p>Increased Significantly +21.1 points</p> <p>282 Students</p>	<p>Yellow</p> <p>69.2 points below standard</p> <p>Increased Significantly +16 points</p> <p>89 Students</p>

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b> 27.2 points above standard Increased Significantly +32.3 points 11 Students	<b>American Indian</b> Less than 11 Students 6 Students	<b>Asian</b>  Green 29.5 points above standard Decreased -4.2 points 60 Students	<b>Filipino</b> 86 points above standard Increased Significantly +38.2 points 31 Students
<b>Hispanic</b>  Blue 15.4 points above standard Increased Significantly +21.3 points 201 Students	<b>Two or More Races</b>  Blue 48.6 points above standard Increased Significantly +28.4 points 82 Students	<b>Pacific Islander</b> Less than 11 Students 3 Students	<b>White</b>  Green 36.1 points above standard Increased +14.1 points 469 Students

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.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 29.6 points below standard Increased Significantly +19.4 points 61 Students	<b>Reclassified English Learners</b> 50.1 points above standard Increased Significantly +20.3 points 44 Students	<b>English Only</b> 34.9 points above standard Increased Significantly +17.3 points 721 Students
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#### Conclusions based on this data:

- Overall, the English Language Arts performance indicator for all students was within the Blue range, resulting in all student groups scoring 33.8 points above standard. English Learners ELA performance indicator fell within the Green range, resulting in this student group scoring 3.8 points above standard. Socio-economically Disadvantaged students had an indicator score within the Green range. Overall, this student group scored 4.7 points above standard. Students with Disabilities ended up with the overall subgroup scoring 69.2 points below standard. This resulted in an indicator score within the Yellow range.
- English Language Arts performance indicators are disaggregated by race/ethnicity on the Dashboard. Hispanic students (201 students) scored within the Blue range, with an overall score of 15.4 points above standard. Students who identify as Two or More Races (82 students) scored within the Blue range, with an overall score of 48.6 points above standard. White students (469 students) scored within the Blue range, indicating an overall score of 36.1 points above standard.
- This Dashboard provides English Language Arts data comparisons for English Learners. Current English Learners (61 students) achieved an overall score of 29.6 points above standard.



Reclassified English Learners (44 students) achieved at the highest rate. This subgroup achieved overall performance in ELA 50.1 points above standard.  
English Only students (721 students) achieved an overall score of 34.9 points above standard.

# School and Student Performance Data

## Academic Performance Mathematics

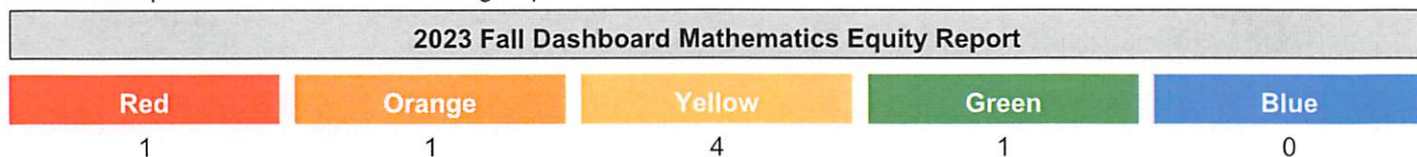
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.







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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 14.8 points below standard Maintained +2.3 points 863 Students	<b>English Learners</b>  Orange 58.7 points below standard Maintained +2.5 points 105 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 9 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 47.1 points below standard Increased +10.2 points 282 Students	<b>Students with Disabilities</b>  Red 119.1 points below standard Decreased -11.1 points 89 Students



### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b> 27.6 points below standard Increased Significantly +50.8 points 11 Students	<b>American Indian</b> Less than 11 Students 6 Students	<b>Asian</b>  Yellow 4.5 points below standard Maintained -1.4 points 60 Students	<b>Filipino</b> 38.6 points above standard Increased Significantly +22.7 points 31 Students
<b>Hispanic</b>  Yellow 36 points below standard Increased +8.6 points 201 Students	<b>Two or More Races</b>  Green 3.8 points above standard Increased +11.9 points 82 Students	<b>Pacific Islander</b> Less than 11 Students 3 Students	<b>White</b>  Yellow 12.7 points below standard Decreased -4.2 points 468 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 105 points below standard Maintained -1.8 points 61 Students	<b>Reclassified English Learners</b> 5.5 points above standard Increased +9.6 points 44 Students	<b>English Only</b> 13 points below standard Maintained +1.2 points 720 Students
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#### Conclusions based on this data:

- Overall, the Mathematics performance indicator for all students was within the Yellow range, resulting in all student groups scoring 14.8 points below standard. Mathematics performance for English Learners fell within the Orange range, resulting in this student group scoring 58.7 points below standard. Socio-economically Disadvantaged students have an indicator score within the Yellow range. Overall, this student group scored 47.1 points below standard. Students with Disabilities have an overall subgroup scoring 119.1 points below standard. This resulted in an indicator score within the Red range.
- Mathematics performance indicators are disaggregated by race/ethnicity on the Dashboard. Hispanic students (201 students) scored within the Yellow range, with an overall score of 36 points below standard. Students who identify as Two or More Races (82 students) scored within the Green range with an overall score of 3.8 points above standard. White students (468 students) scored within the Yellow range, with an overall score of 12.7 points below standard.
- The Dashboard provides Mathematics data comparisons for English Learners. Current English Learners (61 students) earned an overall score of 105 points below standard. Reclassified English Learners (44 students) achieved overall performance in Math of 4.1 points below standard.

English Only students (720 students) scored an overall score of 13 points below standard.



# School and Student Performance Data

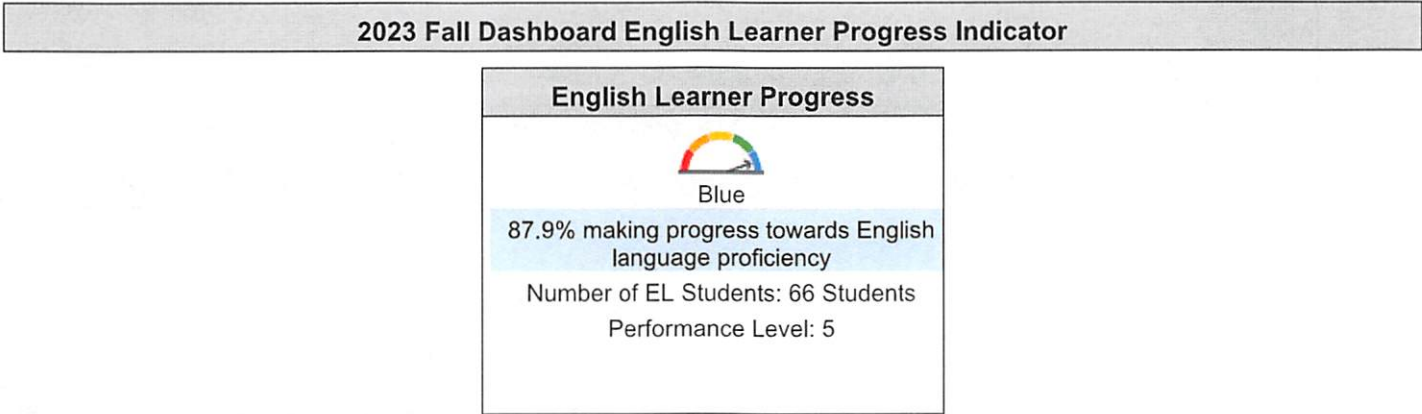
## Academic Performance English Learner Progress

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



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.

2023 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
2	6	20	38

Conclusions based on this data:

1. There were 66 EL students at SMS in 22/23. Of those 66 students 87.9% made progress towards English Language proficiency.
2. 38 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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
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This section provides number of student groups in each level.





2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 19.2% Chronically Absent Declined Significantly -4 970 Students	 Orange 15.2% Chronically Absent Maintained 0 92 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
42.9% Chronically Absent Declined -4.8 28 Students	 Yellow 24.8% Chronically Absent Declined Significantly -4.9 343 Students	 Orange 30.4% Chronically Absent Declined -6.5 102 Students



### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b> 38.9% Chronically Absent Increased 16.7 18 Students	<b>American Indian</b> Less than 11 Students 6 Students	<b>Asian</b>  Orange 11.1% Chronically Absent Increased 7.8 72 Students	<b>Filipino</b> 3.2% Chronically Absent Increased 3.2 31 Students
<b>Hispanic</b>  Yellow 22.5% Chronically Absent Declined Significantly -5.9 218 Students	<b>Two or More Races</b>  Yellow 20% Chronically Absent Declined -7.2 100 Students	<b>Pacific Islander</b> Less than 11 Students 5 Students	<b>White</b>  Yellow 18.5% Chronically Absent Declined Significantly -5.4 520 Students

#### Conclusions based on this data:

- Overall, Chronic Absenteeism for all students was within the Yellow range, resulting in 19.2% of all students being chronically absent.  
Chronic Absenteeism for English Learners fell within the Orange range, resulting in this student group 15.2% chronically absent.  
Socio-economically Disadvantaged students landed within the Yellow range. Overall, this student group was 24.8% chronically absent.  
Students with Disabilities overall subgroup was 30.4% chronically absent. This resulted in an indicator score within the Orange range.
- Chronic Absenteeism rates are disaggregated by race/ethnicity on the Dashboard.  
Hispanic students (218 students) scored within the Yellow range, with an overall rate of 22.5% chronically absent.  
Students who identify as Two or More Races (100 students) scored within the Yellow range, with an overall chronically absent rate of 20%.  
White students (520 students) scored within the Yellow range, with an overall percentage of 18.5% chronically absent.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

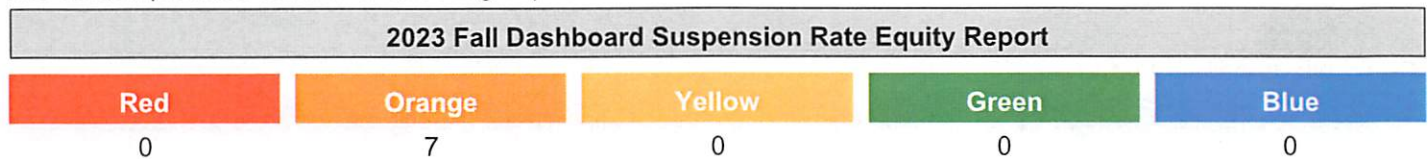
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This section provides number of student groups in each level.







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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 4.3% suspended at least one day Increased 3.5 981 Students	<b>English Learners</b>  Orange 8.7% suspended at least one day Increased 7.5 92 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> 7.1% suspended at least one day Increased 7.1 28 Students	<b>Socioeconomically Disadvantaged</b>  Orange 6.3% suspended at least one day Increased Significantly 5.7 348 Students	<b>Students with Disabilities</b>  Orange 7.7% suspended at least one day Increased 5 104 Students



### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b> 11.1% suspended at least one day Increased 11.1 18 Students	<b>American Indian</b> Less than 11 Students 6 Students	<b>Asian</b>  Orange 6.9% suspended at least one day Increased 5.3 72 Students	<b>Filipino</b> 0% suspended at least one day Maintained 0 31 Students
<b>Hispanic</b>  Orange 5.9% suspended at least one day Increased Significantly 4.5 220 Students	<b>Two or More Races</b>  Orange 4% suspended at least one day Increased 2.9 100 Students	<b>Pacific Islander</b> Less than 11 Students 5 Students	<b>White</b>  Orange 3.2% suspended at least one day Increased 2.7 529 Students

#### Conclusions based on this data:

- Overall, Suspension Rates for all students were within the Orange range, resulting in 4.3% of all students suspended at least once.  
The Suspension Rate for English Learners fell within the Orange range, resulting in 8.7% 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.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Academic Achievement

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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate growth towards meeting or exceeding standards in Math and English Language Arts (ELA) and English Learners will demonstrate progress in developing English language proficiency.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following subgroups have an overall performance level of yellow, orange or red:

ELA: Students with disabilities

Math: English Learners, Socioeconomically disadvantaged, Hispanic, White, Asian and SWD.

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p><b>MATHEMATICS</b>  6th grade IXL Math Diagnostic  6th grade Math CAASPP  7th grade IXL Math Diagnostic  7th grade Math CAASPP  8th grade IXL Math Diagnostic  8th grade Math CAASPP</p> <p><b>ENGLISH LANGUAGE ARTS</b>  6th grade STAR Reading Assessment  6th grade CAASPP  7th grade STAR Reading Assessment  7th grade CAASPP  8th grade STAR Reading Assessment  8th grade CAASPP</p>	<p><b>MATHEMATICS</b>  6th grade IXL Math Diagnostic <ul style="list-style-type: none"> <li>Above grade: 9%</li> <li>On grade: 23%</li> <li>Below grade: 18%</li> <li>Far below grade: 33%</li> </ul> 6th grade Math CAASPP: 51.61%  7th grade IXL Math Diagnostic <ul style="list-style-type: none"> <li>Above grade: 3%</li> <li>On grade: 15%</li> <li>Below grade: 20%</li> <li>Far below grade: 33%</li> </ul> 7th grade Math CAASPP: 44.44%  8th grade IXL Math Diagnostic <ul style="list-style-type: none"> <li>Above grade: 2%</li> <li>On grade: 9%</li> <li>Below grade: 14%</li> <li>Far below grade: 41%</li> </ul> 8th grade Math CAASPP: 43.64%</p> <p><b>ENGLISH LANGUAGE ARTS</b>  6th grade STAR Reading Assessment <ul style="list-style-type: none"> <li>At/Above Benchmark: 44%</li> <li>On Watch: 12%</li> <li>Intervention: 21%</li> <li>Urgent Intervention: 23%</li> </ul> 6th grade ELA CAASPP: 66.88%  7th grade STAR Reading Assessment <ul style="list-style-type: none"> <li>At/Above Benchmark: 51%</li> <li>On Watch: 18%</li> <li>Intervention: 15%</li> <li>Urgent Intervention: 15%</li> </ul> 7th grade ELA CAASPP: 66%  8th grade STAR Reading Assessment <ul style="list-style-type: none"> <li>At/Above Benchmark: 44%</li> <li>On Watch: 15%</li> <li>Intervention: 20%</li> <li>Urgent Intervention: 21%</li> </ul> 8th grade ELA CAASPP: 53.74%</p>	<p><b>MATHEMATICS</b>  All 6th grade students will improve by demonstrating at least one year's growth on the IXL Math assessment and an increase of 5% on the Math CAASPP.  All 7th grade students will improve by demonstrating at least one year's growth on the IXL Math assessment and an increase of 5% on the Math CAASPP.  All 8th grade students will improve by demonstrating at least one year's growth on the IXL Math assessment and an increase of 5% on the Math CAASPP.</p> <p><b>ENGLISH LANGUAGE ARTS</b>  All 6th grade students will improve by demonstrating at least one year's growth on the STAR Reading and an increase of 5% on the ELA CAASPP.  All 7th grade students will improve by demonstrating at least one year's growth on the STAR Reading and an increase of 5% on the ELA CAASPP.  All 8th grade students will improve by demonstrating at least one year's growth on the STAR Reading and an increase of 5% on the ELA CAASPP.</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Teachers identify essential standards as focus for the year.</p> <p>Teachers create and administer common assessments that align to the identified essential standards.</p> <p>Teachers use modeling, peer feedback, and rubrics to inform student achievement.</p> <p>Teachers use PLC time to analyze results, plan lessons, and discuss instructional strategies to</p>	All Students	<p>5,000  Site Allocation  4000-4999: Books And Supplies  Grade level funds for instructional materials and classroom supplies.  2,000  Site Allocation</p>



	<p>support student achievement using Common Assessment Protocols. Lessons will include modeling, evaluation, and practice.</p> <p>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.</p> <p>Teachers are GLAD trained and use GLAD strategies to meet the needs of all learners. Teachers reteach and give retake opportunities. Teachers include critical literacy skills in science classes with Claim Evidence and Reasoning to support literacy.</p>		<p>4000-4999: Books And Supplies</p> <p>Department funds for instructional materials and classroom supplies.</p> <p>4,000</p> <p>Site Allocation</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Collaboration, vertical articulation, planning, Collaborative Conferences, release time for grade level teams.</p> <p>2,000</p> <p>Lottery: Inst. Materials</p> <p>4000-4999: Books And Supplies</p> <p>Curriculum and instructional materials</p>
1.2	After school tutoring	All Students	<p>5,000</p> <p>Lottery</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>After school tutoring</p>
1.4	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.	All Students	
1.5	English Learner teacher using curriculum and materials to increase language levels.	All Students	<p>2,000</p> <p>Supplemental Grant</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Support for EL testing and reclassification (ELPAC)</p> <p>1,000</p> <p>Supplemental Grant</p> <p>4000-4999: Books And Supplies</p> <p>EL curriculum and materials to help with English language development</p> <p>770</p> <p>Lottery: Inst. Materials</p> <p>4000-4999: Books And Supplies</p> <p>Renaissance Learning AR reading program</p>
1.6	Software licensing for Gimkit, Formative/Nearpod, and Scholastic News to help support student learning in multiple academic areas.	All students	<p>3,000</p> <p>Lottery: Inst. Materials</p> <p>4000-4999: Books And Supplies</p> <p>Software licensing</p>



# Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

During the 2023-24 school year, strategies and activities included district wide implementation of PLC time and substitute coverage for Collaborative Conferences three times a year. Silverado Middle School was able to serve 103 students with Tier III supports and interventions. Weekly PLC time was dedicated to monitoring student growth toward mastery of standards in all subject areas. Additional funds were set aside for extra academic support after school for general education, special education and English Learner students.

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 between intended implementation and budget expenditures.

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.

No changes will be made to the goals, outcomes, metrics or strategies in 2024-25 School Plan. Expenditures will reflect increases in costs for employee salary and benefits. Areas of need will be immediately identified and addressed using our multi-tiered systems of support and data monitoring systems with fidelity.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School Climate and Engagement

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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following subgroups have an overall performance level of orange or red:

English learners, All students, SWD and Socioeconomically disadvantaged

We will continue to meet in weekly PLCs, monthly SEL/Intervention team meetings, and monthly PBIS team meetings to look at data and develop strategies to better support our struggling students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Student Survey 2. Parent Survey 3. Student Attendance 4. Discipline Data 5. Suspension Data	1. On the 23/24 Student survey, 94% of students reported they do not feel any peer pressure from other students.  2. On the 23/24 Parent survey, 77% of parents report their student feels safe at school.  3. Student attendance for 23/24: 6th grade 94.69% 7th grade 94.19% 8th grade 95.33%  4. Discipline Data (SWIS): 207 major referrals in 23/24  5. Suspension Data: 27 suspensions in 23/24	1. On the 24/25 Student survey, at least 95% of students will report they do not feel any peer pressure from other students.  2. On the 24/25 Parent survey, at least 80% of parents will report their student feels safe at school.  3. Student attendance for 24/25: 6th-grade 95% 7th-grade 95% 8th-grade 95%  4. Discipline Data (SWIS): less than 200 major referrals in 24/25  5. Suspension Data: Number of suspensions in 24/25 will be less than 20



## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>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. 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).</p>	All Students	<p>5,000 Site Allocation 1000-1999: Certificated Personnel Salaries After school clubs 3,500 Site Allocation 0001-0999: Unrestricted: Locally Defined Incentives, rewards and recognitions 2,000 Lottery 5000-5999: Services And Other Operating Expenditures School assembly 2,000 Site Allocation 1000-1999: Certificated Personnel Salaries WEB training days 1,500 Site Allocation 4000-4999: Books And Supplies WEB materials and supplies 1,000 Lottery 4000-4999: Books And Supplies Supplies, transportation and clothing for foster/homeless students 700 Supplemental Grant 4000-4999: Books And Supplies Parent outreach and parent night</p>

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

During the 2023-24 school year, strategies and activities included PBIS strategies and multi-tiered systems of support. During our PBIS and SEL monthly meetings, we discussed data such as Aperture and Office Discipline Referrals. Because we have been doing this with fidelity, we have seen an increase in our behavior referrals. Along with our focus



on attendance and attendance incentives, we have seen an improvement in our attendance data from the 2022/2023 school year to the 2023/2024 school year. We will continue to analyze school-wide attendance data monthly both schoolwide and by grade level. In addition, we will analyze individual student attendance data bi-monthly and then follow up with attendance letters, SART and SARB as needed.

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 between intended implementation and budget expenditures.

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.

No changes will be made to the goals, outcomes, metrics or strategies in 2024-25 School Plan. Expenditures will reflect increases in costs for employee salary and benefits.

Areas of need will be immediately identified and addressed using our multi-tiered systems of support and data monitoring systems with fidelity.



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## 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	\$40,470.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Lottery	\$8,000.00
Lottery: Inst. Materials	\$5,770.00
Site Allocation	\$23,000.00
Supplemental Grant	\$3,700.00

Subtotal of state or local funds included for this school: \$40,470.00

Total of federal, state, and/or local funds for this school: \$40,470.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Allocation	23,000	0.00
Supplemental Grant	3,700	0.00
Lottery: Inst. Materials	5,770	0.00
Lottery	8,000	0.00

## Expenditures by Funding Source

Funding Source	Amount
Lottery	8,000.00
Lottery: Inst. Materials	5,770.00
Site Allocation	23,000.00
Supplemental Grant	3,700.00

## Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	3,500.00
1000-1999: Certificated Personnel Salaries	18,000.00
4000-4999: Books And Supplies	16,970.00
5000-5999: Services And Other Operating Expenditures	2,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Lottery	5,000.00
4000-4999: Books And Supplies	Lottery	1,000.00



5000-5999: Services And Other Operating Expenditures	Lottery	2,000.00
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

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,770.00
Goal 2	15,700.00

# 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**



English Learner Advisory Committee

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:**



Principal, Rich Knox on

SSC Chairperson, Jamie Lincoln chair) on

**Grade Level Assessments**

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

**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	
<i>Grade 6</i>	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	41%	36%	43.81	40.28	52%	41%
<i>ELA % Met Achievement Standard</i>	59%	51%	56.72	54.65	67%	56%
<i>Grade 7</i>	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	43%	41%	37.37	36.52	44%	42%
<i>ELA % Met Achievement Standard</i>	66%	65%	58.25	58.23	66%	61%
<i>Grade 8</i>	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	45%	39%	48.40	43.65	44%	38%
<i>ELA % Met Achievement Standard</i>	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 2023-2024

- **Parent Survey:** Please note that only 10% of Silverado Middle School parents completed the survey in the 2023-2024 school year. Parent survey results should be looked at with caution due to the relatively low response rate.
- **Staff Survey:** 72% of certificated and classified staff completed the survey in the 2023-2024 school year.
- **Student Survey:** 76% of students completed the survey in the 2022-2023 school year.

### Student Engagement

	2021-22		2022-23		2023-24	
<i>Students...</i>	Parent	Staff	Parent	Staff	Parent	Staff
cares about my/thier school.	84%	59%	82%	60%	89%	60%
wants to do well in school.	95%	76%	87%	72%	92%	70%
comes to class prepared.	91%	26%	90%	38%	89%	43%
likes going to school.	73%	70%	71%	77%	77%	60%

#### 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 forty-six percent (46%) 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

	2021-22		2022-23		2023-24	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
is clean.	93%	92%	88%	98%	90%	98%
maintains its resources well.	88%	84%	84%	80%	81%	90%
has facilities with up-to-date technology.	85%	89%	85%	80%	82%	82%
want(s) students to succeed.	88%	100%	89%	100%	92%	98%
provide(s) a well-rounded curriculum.	86%	92%	77%	92%	84%	96%
offer(s) challenging classes.	78%	89%	75%	86%	75%	81%
focus(es) on students' character.	79%	76%	76%	89%	74%	81%

#### Summary:

It is imperative for a school's learning environment to be safe, positive, and 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, ninety-eight percent (98%) of Silverado Middle School (SMS) staff indicated that all teachers want all students to succeed with only ninety-two percent (92%) 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

	2021-22		2022-23		2023-24	
<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%	76%	87%
set(s) high expectations for student achievement.	78%	76%	70%	81%	76%	83%
success in college or a career.	67%	72%	59%	81%	62%	72%
encourage(s) a healthy lifestyle.	73%	61%	66%	84%	66%	68%

#### 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 7-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

	2021-22		2022-23		2023-24	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
I understand what types of academic support are available to students.	76%	91%	69%	95%	73%	94%
Students receive the resources and support they need.	74%	72%	70%	89%	70%	63%
I understand what types of social-emotional support are available to students.	66%	83%	62%	92%	72%	89%

**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 seventy-two percent (72%) 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

	2021-22		2022-23		2023-24	
<i>Teachers and staff at district schools....</i>	Parent	Staff	Parent	Staff	Parent	Staff
use technology to teach.	91%	100%	94%	100%	94%	98%
try to make class interesting.	79%	98%	72%	100%	79%	96%
encourage collaboration among students.	81%	98%	78%	100%	85%	96%
encourage critical thinking.	83%	87%	75%	92%	82%	91%
listen to students.	76%	94%	65%	97%	77%	98%
encourage students on a regular basis.	75%	98%	73%	100%	79%	96%
help my child when he/she doesn't understand something.	79%		71%		78%	
nurture creativity.	72%	81%	70%	81%	78%	87%

**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-nine percent (79%) of our parents feel teachers and staff at district schools encourage students on a regular basis (up 6 points from 22/23). 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**

	2021-22		2022-23		2023-24	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
school rules are fair.	85%	83%	80%	85%	78%	88%
students from different cultural backgrounds become friends.	85%	84%	79%	85%	83%	82%
students have friends at school.	89%	94%	90%	98%	89%	100%
students respect the teachers and staff.	83%	45%	71%	56%	73%	33%
all staff are treated fairly.	66%	74%	62%	80%	70%	79%
all students are treated fairly.	72%	81%	65%	83%	67%	79%
students get along with each other and respect their differences.	60%	56%	48%	63%	57%	44%
students feel safe at school.	80%	88%	60%	80%	80%	87%
students are comfortable talking to school staff.	66%	77%	61%	90%	73%	67%
staff feel safe at school.	64%	80%	70%	95%	77%	78%
bullying is not a problem. *Q Changed in 20-21 to bullying is a problem.	33%	40%	46%	38%	51%	63%

**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-seven percent (67%) 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**

	2021-22		2022-23		2023-24	
<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	84%		84%		89%	
Teachers keep me well informed about my child's progress.	68%		59%		71%	

**Summary:**

Clear communication between the school and families is key to student success. In the area of Stakeholder Engagement - Communication with Parents, seventy-one percent (71%) 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**

	2021-22		2022-23		2023-24	
<i>Are you able to communicate with teachers/staff when you need?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Yes	88%		86%		87%	
No	5%		7%		6%	
N/A/ I have not needed to communicate with teachers or staff	7%		8%		6%	

**Summary:**

In the area of Stakeholder Engagement - Communication with Parents, six percent (6%) 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**

	2021-22		2022-23		2023-24	
<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%		91%	
School and/or District Newsletters	51%		42%		44%	
School and/or District website	28%		26%		28%	
Communications from my child's teacher	35%		33%		32%	
Social Media	11%		5%		16%	
Employees of the district	2%		4%		6%	
Other	5%		8%		5%	
None of the above	2%		0%		1%	

**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-four percent (44%) 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**

	2021-22		2022-23		2023-24	
<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	94%		90%		91%	
Text messages	60%		57%		42%	
School and/or District Newsletters	28%		28%		35%	
School and/or District website	19%		21%		29%	
Social media	12%		8%		22%	
Mail/letters	6%		7%		6%	
Phone calls	15%		12%		11%	
School or district meetings	3%		7%		5%	
Other	1%		2%		1%	

**Summary:**

In the area of Stakeholder Engagement - Parent Communication, ninety-one percent (91%) 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.



**Parent Involvement**

	2021-22		2022-23		2023-24	
<i>District schools...</i>	Parent	Staff	Parent	Staff	Parent	Staff
effectively communicate(s) with parents regarding their child's progress.	70%	94%	78%	97%	83%	94%
encourage(s) parental involvement.	60%	58%	59%	78%	76%	83%
encourage(s) involvement from community members and organizations.		41%		47%		50%
has/have parents who are highly involved.	63%	31%	58%	32%	76%	41%

**Summary:**

In the area of Parent Involvement, eighty-three percent (83%) 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

	2021-22		2022-23		2023-24	
<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%		75%	
School or class event, such as a play, sports event, or award assemblies	38%		46%		57%	
Parent-teacher conference with child's teacher	31%		29%		30%	
Volunteering at my child's school	7%		15%		25%	
Family/Parent Events	8%		9%		17%	
Parent Teacher Association	5%		12%		21%	
School committee or council such as Site Council or ELAC	3%		2%		5%	
District committee or council such as DELAC, GATE or Health	3%		2%		1%	
Other	4%		1%		5%	
None of the above	17%		12%		6%	

#### Summary:

Back to School Night is the largest parent night at SMS, with seventy-five (75%) of parents reporting that they attend. Parent conference attendance has thirty (30%) of parents sharing that they have attended a conference for their child compared to twenty-nine (29%) in the year prior. Our Parent Teacher Association (PTA) involves twenty-one (21%) 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

	2021-22		2022-23		2023-24	
<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%		88%	
School or class event, such as a play, sports event, or awards assemblies	83%		63%		82%	
Back to school night or open house	69%		68%		80%	
Volunteering at my child's school	92%		94%		80%	
Family/Parent Events (Reading or Math Night, Love n Logic, Latino Family Literacy, etc.)	55%		45%		69%	
Parent Teacher Association (PTA)	90%		93%		88%	
School committee or council such as Site Council or ELAC	100%		67%		75%	
District committee or council such as DELAC, GATE or Health	67%		50%		100%	
Other	86%		100%			

#### Summary:

The 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. Eighty percent (80%) of parents felt valued when volunteering at school. The percentage of parent feedback on their participation being valued was at school/class events, such as plays, sports events or awards assemblies at eighty-two percent (82%). This is most likely due to the fact that there were only a limited number of such events.



### Parental Involvement

	2021-22		2022-23		2023-24	
<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	32%		31%		31%	
More information on involvement opportunities	43%		38%		41%	
More communication between school and parents	32%		28%		15%	
More participation opportunities at the school level	34%		31%		35%	
More events offered in the evening	27%		29%		30%	
More participation opportunities at the district level	5%		10%		5%	
More convenient locations for participation	4%		7%		1%	
More communication in our family's primary language	3%		5%		5%	
More events offered in the morning	2%		5%		9%	
Other	5%		4%		9%	
None of the above	20%		19%		15%	
Virtual Event (Ex. Zoom)	20%		24%		17%	

#### 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

	2021-2022		2022-2023		2023-2024	
<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.	90%		89%		92%	
School or class events, such as play, sports events, or award assembly.	92%		93%		96%	
Parent-teacher conferences with my child's teacher.	87%		87%		97%	
School committees or councils such as Site Council or ELAC.	73%		78%		82%	
Family/Parent events, such as Reading or Math Night, Love n Logic, etc.	79%		79%		90%	
District committees or councils such as DELAC, GATE or Health.	70%		74%		82%	
Volunteering at my child's school.	83%		83%		90%	
The Parent Teacher Association (PTA)	76%		79%		88%	
Virtual events.	66%		74%		70%	

#### Summary:

Parental involvement and support is crucial to get higher levels of student achievement. In the area of Parental Involvement, ninety-two percent (92%) 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 next year.

**Parental Involvement**

	2021-2022		2022-2023		2023-2024	
<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	63%		58%		77%	

**Summary:**

Parental involvement and support is crucial to get higher levels of student achievement. In the area of Parental Involvement, seventy-seven percent (77%) of parents Agree or Strongly Agree that the school and/or district value their participation or input in engagement opportunities.



**Self-Awareness**

	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b><i>Please indicate how much you disagree/agree with the following statements:</i></b>	<b>Student</b>	<b>Student</b>	<b>Student</b>
I can do most things if I try.	83%	82%	83%
I know when I am feeling overwhelmed.	85%	82%	78%
I feel positive about my future.	73%	75%	82%
I have a lot of strengths.	71%	76%	79%
I am happy with who I am.	68%	70%	70%
I can explain my feelings to others.	40%	34%	41%

**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-three percent (83%) 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**

	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b><i>Please indicate how much you disagree/agree with the following statements:</i></b>	<b>Student</b>	<b>Student</b>	<b>Student</b>
I can learn from my mistakes.	84%	84%	83%
I feel confident in my ability to learn new things.	78%	74%	78%
I can usually solve my problems.	78%	72%	75%
I keep trying, even when things are hard.	74%	71%	69%
I am a hard worker.	76%	77%	77%
Challenging myself makes me smarter.	68%	68%	68%
I can make the best out of a bad situation.	56%	56%	51%
If I'm not good at something, I'd rather quit.	15%	16%	21%

**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-three percent (83%) 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**

	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b><i>Please indicate how much you disagree/agree with the following statements:</i></b>	<b>Student</b>	<b>Student</b>	<b>Student</b>
I know right from wrong.	88%	86%	86%
I have goals and plans for my future.	80%	81%	82%
I keep my promises.	87%	84%	85%
I follow the rules.	84%	75%	78%
I finish whatever I begin.	59%	56%	53%
I know how to handle stress.	47%	46%	47%

**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-seven percent (47%) 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**

	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b><i>Within the past two weeks, how often have you...</i></b>	<b>Student</b>	<b>Student</b>	<b>Student</b>
waited patiently in line?	82%	78%	74%
paid attention in class?	74%	75%	72%
waited for your turn to talk in class?	82%	79%	79%
told the truth even though it is hard?	67%	62%	62%
thought about what may happen before making a decision?	63%	59%	61%
calmed yourself down when upset?	59%	58%	53%

**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-two percent (72%) 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**

	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b><i>Please indicate how much you disagree/agree with the following statements:</i></b>	<b>Student</b>	<b>Student</b>	<b>Student</b>
It is important to treat people with respect.	94%	91%	93%
I am happy for my friends when they do well in school.	94%	91%	91%
I accept others for who they are, even if they are different from me.	94%	88%	85%
I can tell when someone is upset.	85%	81%	81%
If someone is sad, I try to help him or her.	83%	78%	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-three percent (93%) 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

	2021-22	2022-23	2023-24
<b><i>Please indicate how much you disagree/agree with the following statements:</i></b>	<b>Student</b>	<b>Student</b>	<b>Student</b>
I have friends at school.	93%	94%	95%
I feel comfortable working in a team with other students.	73%	66%	65%
I can talk easily with other kids in my grade.	69%	65%	69%
I feel like my peers leave me out of things.	23%	26%	25%

**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-five percent (95%) of students say they have friends at school. Sixty-five percent (65%) 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**

	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b><i>Please indicate how much you disagree/agree with the following statements:</i></b>	<b>Student</b>	<b>Student</b>	<b>Student</b>
I care about my community.	85%	83%	81%
I am knowledgeable about what is happening in the world.	84%	80%	76%
I read or talk about current events.	62%	62%	62%
I believe that I can make a difference in my community.	57%	55%	47%

**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-one percent (81%) of Silverado students care about their community. That is down two percent (2%) from the previous year.

**Social Support**

	2021-22	2022-23	2023-24
<b><i>Please indicate how much you disagree/agree with the following statements:</i></b>	<b>Student</b>	<b>Student</b>	<b>Student</b>
My teachers believe that I will be successful.	71%	66%	65%
I have at least one adult at school that I trust.	76%	72%	76%
I feel like I belong at school.	60%	57%	55%
Adults at school care about me.	65%	62%	61%
Adults at school listen when I have something to say.	65%	58%	56%
Adults at school support me when I need help		62%	67%

**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-five percent (55%) 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.

**Emotional Well-being**

	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<i><b>Within the past two weeks, how many times have you....</b></i>	<b>Student</b>	<b>Student</b> <small>**Number of students reporting 0 times</small>	<b>Student</b> <small>**Number of students reporting 0 times</small>
worried about school work?	33%	10%	16%
had trouble falling asleep?	29%	27%	25%
felt like not talking to anyone?	22%	28%	30%
felt sad?	19%	22%	17%
felt anxious?	24%	24%	26%
felt like you could not focus in school?	20%	19%	23%
felt lonely?	17%	39%	40%

**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-six percent (26%) of students reported not feeling anxious. Silverado staff will use the six PowerTools to help all students process and cope with feelings of anxiety.



### Frequency of Bullying

	2021-22	2022-23	2023-24
<i>Since the start of the school year, how often have you experienced the following:</i>	Student	Student <small>**Number of students reporting NEVER experiencing bullying</small>	Student <small>**Number of students reporting NEVER experiencing bullying</small>
I have been verbally bullied by students at school.	14%	71%	52%
I have been electronically bullied by students (e.g., text messages, email, social media).	5%	91%	82%
I have been physically bullied by students at school.	4%	91%	79%

#### 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 support (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. Seventy-nine percent (79%) of students report never 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

	2021-22	2022-23	2023-24
<i>Where in school have you been bullied?</i>	Student	Student	Student
During recess or outside time.	53%	47%	49%
In a classroom.	41%	43%	44%
At the cafeteria.	22%	23%	25%
In hallways.	28%	26%	26%
In the locker room.	17%	18%	21%
In the bathroom.	7%	7%	9%
Online	25%	23%	24%
Other	25%	26%	21%

**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-nine percent (49%) 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**

	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<i><b>I feel pressure from other students to....</b></i>	<b>Student</b>	<b>Student</b>	<b>Student</b>
I do not feel pressure from other students.	95%	93%	94%
vape or use e-cigarette devices.	5%	6%	5%
use illegal drugs.	2%	3%	3%
use alcohol.	2%	3%	3%
use tobacco.	2%	3%	2%
use prescription drugs that are not prescribed to me.	0%	3%	2%

**Summary:**

Peer pressure can be very strong in middle school and can be used in positive and negative ways. Ninety-four percent (94%) of Silverado students report not feeling any peer pressure from other students. Five percent (5%) 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**

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	<b>Student</b>	<b>Student</b>	<b>Student</b>
I am proud to be part of my school.	63%	57%	54%
My school is a safe place.	60%	49%	50%
School activities are interesting.	58%	49%	49%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	40%	39%	36%
Students at my school are motivated to learn.	36%	26%	24%

**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-four percent (54%) 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.



## **Silverado Middle School**

### **School Site Council**

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

### ***Year At a Glance 24/25***

#### **August 22, 2024**

Introduction of Members  
Purpose/Roles School Site Council  
ByLaws  
Review Uniform Complaint Policy

#### **September 26, 2024**

Review School and District Goals for Current Year  
Review and analyze site/district assessments

#### **October 24, 2024**

Review School Safety Plan and Goals

#### **November 21, 2024**

Review/Update School Safety Plan and Goals  
RTI review

#### **January 23, 2025**

Approve School Safety Plan  
Mid Year Review LCAP

#### **February 27, 2025**

Review LCAP (Goals)  
Review Dashboard Analysis

#### **March 27, 2025**

LCAP update  
Local Indicator #3 Parent Rubric

#### **April 24, 2025**

Review SPSA Goals 2025-26  
Parent/Student Survey results review

**May 29, 2025**

Final SPSA Approval 2025-26  
Set SSC 2025-26 Meetings  
Review Site Council Balloting Process



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.**

**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

**Policy 1312.3: Uniform Complaint Procedures**

**Status:** ADOPTED

**Original Adopted Date:** 06/12/2000 | **Last Revised Date:** 06/16/2022 | **Last Reviewed Date:** 06/16/2022

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

**Complaints Subject to the UCP**

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical educational (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Childcare and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school. (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)



19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School safety plans (Education Code 32280-32289)
21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
22. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
23. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

### **Non-UCP Complaints**

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in AR-5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education

(CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5CCR 3200 - 3205)

6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
  7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)
  8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)
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