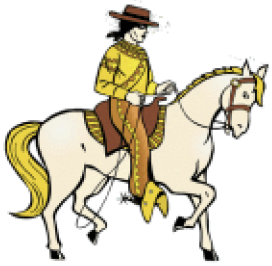
Silverado Middle School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)



SILVERADO
Middle School
HOME OF THE DONS

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest
California DEPARTMENT OF EDUCATION

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

California School Dashboard

California School DASHBOARD

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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Silverado Middle School
Street	1133 Coombsville Road
City, State, Zip	Napa, CA 94558
Phone Number	(707) 253-3688
Principal	Anne Vallerga
Email Address	avallerga@nvusd.org
School Website	silverado.nvusd.org
Grade Span	6-8
County-District-School (CDS) Code	28662666058796

2024-25 District Contact Information

District Name	Napa Valley Unified School District
Phone Number	(707) 253-3511
Superintendent	Dr. Rosanna Mucetti
Email Address	rmucetti@nvusd.org
District Website	www.nvusd.org

2024-25 School Description and Mission Statement

Silverado Middle School was built in 1958 on a ~65-acre campus surrounded by neighborhoods, vineyards and oak woodlands. As a California Community School, Silverado is committed to family and community outreach, expanded learning opportunities, integrated student supports, and shared leadership opportunities.

The school serves about 700 students in grades 6-8. Silverado is proud of its hardworking families who are the foundation of Napa County's economy, representing an incredible mix of multigenerational Napa students as well as students with heritage from over a dozen countries. In addition to core academic classes, Silverado offers band, strings, choir, art, theater, gardening,

2024-25 School Description and Mission Statement

leadership, yearbook, and more. We have exciting partnerships with professionals for classes like Youth Cinema Project, where students learn all aspects of film-making; LAYLA, Leadership Academy: Youth Leadership in Action, where students learn leadership skills and engage in civic improvement projects; and AVID classes, where students learn college and career skills like writing, inquiry, collaboration, organization and reading. The Silverado Wellness Center supports students with a whole-child approach, and is staffed with three counselors, a social worker, youth outreach coordinator, nurse, and partners from local agencies. Silverado hosts a popular daily after-school program, ACE/EXL, offering STEM, art, athletics, eSports, and other activities along with nutritious meals.

We believe in the vision of Napa Valley Unified School District Middle Schools to provide an inclusive, equitable, responsive, restorative, and rigorous education, where students have a sense of belonging. Students are encouraged to act with purpose, live with passion, and strive for progress.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	229
Grade 7	260
Grade 8	279
Total Enrollment	768

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
Asian	1.3
Black or African American	0.8
Filipino	0.8
Hispanic or Latino	73.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.7
White	20.2
English Learners	32.7
Foster Youth	0.8
Homeless	4.6
Migrant	6.9
Socioeconomically Disadvantaged	79.6
Students with Disabilities	15

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.60	87.55	661.40	87.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.40	0.59	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	3.80	30.20	4.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	5.01	22.40	2.98	12115.80	4.41
Unknown/Incomplete/NA	1.10	3.61	34.50	4.59	18854.30	6.86
Total Teaching Positions	31.50	100.00	753.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.10	88.59	647.70	88.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	2.62	5.50	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.40	1.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	1.18	22.50	3.08	11953.10	4.28
Unknown/Incomplete/NA	2.30	7.62	42.00	5.75	15831.90	5.67
Total Teaching Positions	30.50	100.00	731.40	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.70	73.69	618.90	87.87	231142.40	100.00
Intern Credential Holders Properly Assigned	0.60	1.64	6.00	0.86	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.50	11.68	30.00	4.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.40	8.73	21.20	3.02	11746.90	4.23
Unknown/Incomplete/NA	1.60	4.23	28.00	3.98	14303.80	5.15
Total Teaching Positions	39.00	100.00	704.30	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	0.00	1.6
Misassignments	0.20	0.00	2.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.20	0.00	4.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1.8
Local Assignment Options	1.50	0.30	1.5
Total Out-of-Field Teachers	1.50	0.30	3.4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.60	0	7.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	2.3

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Q: Good C: Study Sync (6-8)-2017 A. All Students DII: Hampton Brown: Inside (6-8) – 2010 A: All students in an ELD Program with Vista Curriculum	Yes	0%
Mathematics	Q: Good C: McGraw Hill California Middle School Math Course 1 and Course 2 (6-8) 2015 Accelerated Grade 7 - 2015 McGraw Hill Accelerated Math Grade 8 - 2015 Math 1 Carnegie Learning A: All students	Yes	0%
Science	Q: Good C: Amplify- 2019 A: All students	Yes	0%
History-Social Science	Q: Good C: Glencoe/McGraw-Hill: Discovering Our Past (6-8) – 2006 Teachers' Curriculum Institute: History Alive! (6-8) - 2006 A: All students	Yes	0%
Foreign Language		Yes	0%
Health		No	
Visual and Performing Arts		No	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Silverado Middle School was constructed in the late 1950s and was modernized in the summer of 2001. Heating and air-conditioning were upgraded and installed throughout the school, as well as new lighting, flooring, and doorways. Technology wiring provides full wireless connectivity from each classroom as well as the entire site to the internet. Each classroom teacher, librarian and PE coach has a Macbook computer and a newer promethean board. The library is also resourced with a promethean board. The school cafeteria has an LCD projector, a large screen, a sound system, and a stage for class and school-wide use. There are two large rooms for the band, orchestra and choir classes. Students may eat inside the cafeteria or in the outside covered dining area. New athletic fields were installed in 2008-2009 with bond measure funding. The school has a main gym with a more recent roof and a practice gym. The school is in need of modernization of the PA system, enhanced cell service, student spaces, painting, landscape and facility maintenance to keep all spaces safe, warm and dry. One building has been extensively remodeled, including roofing, HVAC, paint, and furniture, to serve as a prototype for safe, modern middle school classrooms in NVUSD. Further improvement measures are planned should a fall 2024 bond measure pass.

Year and month of the most recent FIT report	10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	25	26	42	40	46	47
Mathematics (grades 3-8 and 11)	16	16	27	28	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	774	734	94.83	5.17	26.02
Female	367	353	96.19	3.81	31.73
Male	407	381	93.61	6.39	20.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	574	538	93.73	6.27	18.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	66.67
White	155	151	97.42	2.58	44.37
English Learners	213	188	88.26	11.74	2.66
Foster Youth	--	--	--	--	--
Homeless	40	27	67.50	32.50	18.52
Military	65	65	100.00	0.00	12.31
Socioeconomically Disadvantaged	608	573	94.24	5.76	19.90
Students Receiving Migrant Education Services	58	50	86.21	13.79	12.00
Students with Disabilities	110	107	97.27	2.73	6.54

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	774	751	97.03	2.97	16.25
Female	367	359	97.82	2.18	15.88
Male	407	392	96.31	3.69	16.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	574	555	96.69	3.31	10.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	47.62
White	155	151	97.42	2.58	31.79
English Learners	213	206	96.71	3.29	1.46
Foster Youth	--	--	--	--	--
Homeless	40	38	95.00	5.00	5.26
Military	65	65	100.00	0.00	4.62
Socioeconomically Disadvantaged	608	591	97.20	2.80	10.83
Students Receiving Migrant Education Services	58	58	100.00	0.00	12.07
Students with Disabilities	110	107	97.27	2.73	2.80

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	13.58	8.75	25.38	23.70	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	281	266	94.66	5.34	8.65
Female	142	137	96.48	3.52	6.57
Male	139	129	92.81	7.19	10.85
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	214	202	94.39	5.61	4.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	54	51	94.44	5.56	21.57
English Learners	78	73	93.59	6.41	1.37
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	--
Military	23	23	100.00	0.00	0.00
Socioeconomically Disadvantaged	221	209	94.57	5.43	4.78
Students Receiving Migrant Education Services	22	22	100.00	0.00	0.00
Students with Disabilities	39	37	94.87	5.13	8.11

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	94.4	97.6	98	97.6	98.8

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Parents, guardians and family members are valued partners in supporting student success. Options for involvement include:

- Parent & Faculty Club (PFC): A chance to connect, share feedback, fundraise and support field trips, enrichment, special supplies, events, and other student initiatives
- School Site Council (SSC): Opportunity to shape the SPSA, have input on funding, and measure progress on goals
- English Language Advisory Council (ELAC): Parents of English Learners and multilingual students have an important voice in how Silverado supports language acquisition and overall academic success
- Events: Families are invited to Back to School Night, Winter Family Game Night, Open House, and awards celebrations
- Volunteering: Families may elect to volunteer in the garden, chaperoning dances, helping at athletic events, field trips, and more
- Community School Advisory Council: This team gives key insight into the needs, interests and future of Silverado
- Student support: Silverado is proactive in inviting families to meet and partner in supporting their children's learning and progress
- Communications: Family members can stay informed and communicate with the school, teachers and coaches via the ParentSquare platform, email, phone, social media and in-person meetings

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	810	796	234	29.4
Female	385	378	107	28.3
Male	425	418	127	30.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	596	590	180	30.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	22	7	31.8
White	168	160	42	26.3
English Learners	269	265	81	30.6
Foster Youth	--	--	--	--
Homeless	52	48	18	37.5
Socioeconomically Disadvantaged	640	633	197	31.1
Students Receiving Migrant Education Services	67	66	26	39.4
Students with Disabilities	121	119	45	37.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	6.59	10.63	10.25	3.67	3.96	4.05	3.17	3.60	3.28
Expulsions	0.42	0.00	0.25	0.13	0.06	0.07	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.25	0.25
Female	8.83	0.26
Male	11.53	0.24
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.74	0.34
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.09	0.00
White	5.95	0.00
English Learners	14.87	0.37
Foster Youth	0.00	0.00
Homeless	11.54	0.00
Socioeconomically Disadvantaged	11.56	0.31
Students Receiving Migrant Education Services	16.42	0.00
Students with Disabilities	14.05	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Students thrive in safe, positive, empowering environments where they feel known, cared for, understood, and empowered to partner in their learning and progress. In alignment with adolescent brain science and a strengths-based, culturally sensitive, trauma-informed, restorative approach, Silverado believes in supporting structured student autonomy, voice and choice, compassion, and SEL skills. Silverado staff partner with students and families to create a peaceful, positive climate that is conducive to learning, academic risks, and personal exploration and growth. To do this, Silverado leverages Multi-tiered Systems of Support (MTSS), Positive Behavior Interventions and Supports (PBIS), trauma-informed practices, and restorative justice.

Silverado benefits from a School Resource Officer from the Napa Police Department as well as three campus safety specialists who supervise campus and build positive relationships with students. Bus drivers and the transportation department are key partners in ensuring a safe and positive way for hundreds of our students to travel to and from school. Americorps volunteers, after-school staff, partner agencies and high school peer mentors collaborate to help students navigate the complexities and challenges of adolescence and their experiences. Discipline is approached with consistency, clarity and communication with the objective of repairing harm, promoting growth, and encouraging positive choices.

Close collaboration with district personnel and local first responders as well as regular drills ensure safe operations, emergency supplies, and disaster preparedness. Heartsavers/AEDs are located at various locations on campus, supervisors and key locations are supplied with Narcan, walkies are used for reliable communication, and students have clear expectations for safe behavior and emergencies via classroom lessons, their handbooks, and regular practice drills. Staff are trained in CPR/First Aid, QPR, and emergency protocols. The Comprehensive School Safety Plan (CSSP), aligned the district's Incident Command System, addresses all components of SB187 including biannual Crime Reports, Student Discipline, Sexual Harassment, Dealing with Dangerous Pupils, Crises Response Plan, Dress Code, and Alternative Programs. The CSSP is reviewed annually

2024-25 School Safety Plan

by the School Site Council and Safety Team and (approved 10/17/23).

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	26	12	
Mathematics	21	8	11	3
Science	22	7	9	5
Social Science	25	4	8	6

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	15	17	4
Mathematics	21	13	12	4
Science	22	9	14	4
Social Science	21	10	11	7

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	12	9	7
Mathematics	19	13	11	4
Science	22	9	11	5
Social Science	22	9	10	6

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	256

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,780	$45	$7,736	$99,069
District	N/A	N/A	$6,297	$96,897
Percent Difference - School Site and District	N/A	N/A	20.5	2.2
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-32.8	1.3

Fiscal Year 2023-24 Types of Services Funded

AVID Program and onsite support and tutors with Americorps and CalServes; Resource (RSP); SH Program; ELD courses and support; Gateway Program that servers qualifying Special Education students provides academic, behavioral, and therapeutic support; elective courses including Fine Arts, music, dance and theater, STEM, Leadership, and Yearbook. After School ACE/EXL Program including snacks, tutoring, sports, and activities. An athletics program including sports for grades 6-8.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$63,179	$59,551
Mid-Range Teacher Salary	$88,572	$93,855
Highest Teacher Salary	$115,266	$120,219
Average Principal Salary (Elementary)	$147,747	$151,525
Average Principal Salary (Middle)	$158,298	$158,215
Average Principal Salary (High)	$161,042	$171,087
Superintendent Salary	$350,819	$300,043
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Teachers are supported by teacher leaders, district academic specialists, outside coaches and site administration. The district academic coaches and the onsite administrative team offer regular and ongoing support individually and in grade-level and content meetings. Weekly grade level and/or content meetings provide the arena for PLC work to continue with all implementations. In addition, teacher grade level multidisciplinary teams have time in the mornings before classes start to collaborate with one another with a focus on student supports and success. Staff participate in district-organized professional learning related to MTSS, PBIS, academic interventions, new curriculum, equity-based grading, Ecosystems of Carino, leadership, book studies, and more. At the site level, staff engage in regular collaboration, looking at student achievement and wellness data, and reflecting on how to best support students. Finally, staff have the opportunity to engage in professional development around schoolwide priorities like AVID, AMLE (Association for Middle Level Education), interventions like Read 180 and Math 180, and social/emotional supports like Second Step.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5