

Silverado Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

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/>.

2025-26 School Contact Information

School Name	Silverado Middle School
Street	2525 Country Club Drive
City, State, Zip	Roseville, CA 95747
Phone Number	(916) 780-2620
Principal	Rich Knox
Email Address	rknox@dcjesd.us
School Website	https://sm.drycreek.k12.ca.us/
Grade Span	6-8
County-District-School (CDS) Code	31-66803-6115604

2025-26 District Contact Information

District Name	Dry Creek Joint Elementary School District
Phone Number	(916) 770-8800
Superintendent	Cliff De Graw
Email Address	superintendent@dcjesd.us
District Website	www.drycreekschools.us

2025-26 School Description and Mission Statement

Principal's Message:

The programs at Silverado Middle School are rooted in the commitment to establish an educational program that meets the needs of all students in the transition from the self-contained elementary school classroom to the departmentalized high school setting. Our programs emphasize academic integrity while meeting our students' social/emotional needs. At Silverado Middle School, we focus on the academic and developmental needs of students to ensure an intellectually stimulating learning environment where all learners experience the meaning of growth, achievement, and high standards. We also provide a positive, supportive and consistent school environment that promotes healthy physical, social and personal growth where students become independent critical thinkers who are prepared to meet the many diverse challenges of responsible

2025-26 School Description and Mission Statement

citizenship in the 21st century. Silverado Middle School staff has high expectations academically and behaviorally for all students. Silverado staff members promote positive self-esteem, self-motivation, acceptance of differences, cultural diversity, and a sense of responsibility and belonging in their students. Visitors to Silverado will see our vision in action by observing the positive interactions between adults and students, a focus on academics and programs encouraging student achievement, and involvement in our educational community.

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

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

School Profile:
Silverado Middle School is one of nine (9) schools in the Dry Creek Joint Elementary School District where imagination, creativity, and innovation are hard at work, laying the intellectual foundation for all students. We specialize in opening students' minds to the possibilities that await them in their continued pursuit of academic achievement. Silverado is rich with opportunities in science, technology, engineering, and the arts. Our classrooms are equipped with 21st-century technology and staffed with professionals who motivate and inspire our leaders of tomorrow. We are committed to educating the whole child and passionately believe that all students have the right to receive an excellent and equitable education.

Silverado Middle School enjoys the reputation of being a model middle school committed to high academic achievement, supported by students, parents, and staff. The school's rigorous academic program, with an emphasis on technology use in the classroom, enriched by a comprehensive exploratory program and student-centered environment, defines Silverado Middle School. Silverado maintains the distinction of being a California Schools to Watch model school and has received its sixth re-designation as a California Schools to Watch recipient. The school, located in Roseville, California, opened in July 1999. The current sixth, seventh, and eighth-grade enrollment total is 1,018 students.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	338
Grade 7	333
Grade 8	339
Total Enrollment	1,010

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.7
American Indian or Alaska Native	0.6
Asian	10
Black or African American	1.2
Filipino	3.4
Hispanic or Latino	23.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	12.2
White	48.1
English Learners	9.5
Foster Youth	0.2
Homeless	1.1
Migrant	0.1
Socioeconomically Disadvantaged	34.5
Students with Disabilities	10.2

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.3	65.6	280.5	88.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.5	0.16	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	13.4	29.91	27.5	8.63	11953.1	4.28
Unknown/Incomplete/NA	2	4.46	10.1	3.2	15831.9	5.67
Total Teaching Positions	44.8	100	318.8	100	279044.8	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.

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)	28.4	69.05	270.1	87.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2.9	0.97	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	11.4	27.84	25.5	8.28	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.49	4	1.31	11746.9	4.23
Unknown/Incomplete/NA	1	2.6	6	1.96	14303.8	5.15
Total Teaching Positions	41.1	100	308.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	28.8	70.1	270.5	86.16	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	0.32	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.8	26.4	29.9	9.54	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	2.94	6.9	2.21	12112.8	4.34
Unknown/Incomplete/NA	0.2	0.56	5.5	1.76	13705.8	4.91
Total Teaching Positions	41.1	100	314	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	11.4	10.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	11.4	10.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	13.40	0.2	1.2
Total Out-of-Field Teachers	13.40	0.2	1.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	35.8	33.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Dry Creek Joint Elementary School District held a Public Hearing on September 11, 2025, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Online access to textbooks is also an available option for mathematics, English Language Arts/English Language Development (ELA/ELD), History Social-Science and Science in grades kindergarten through eight. Instructional materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are piloted and reviewed by teachers, and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at each school site, the district office, and in some cases online prior to adoption. Parent input and feedback are given to the Board with committee recommendations. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used in the school.

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync - McGraw-Hill (Adopted 2017)	0.0%
Mathematics	Pearson, California Digits @ 2014 (6-8) (Adopted 2014) Carnegie Learning, Carnegie Learning Integrated Mathematics I @ 2014 (8 Advanced/ High School Course) (Adopted 2014) Glencoe/McGraw-Hill, California Triumphs @ 2007 (Intervention Resource) (Adopted 2009)	0.0%
Science	McGraw-Hill School Education, California Inspire Science @2020 (Adopted 2020)	0.0%
History-Social Science	National Geographic World History - National Geographic (Adopted 2018)	0.0%
Foreign Language	N/A	
Health	6-8 Teen Health - Glencoe/McGraw-Hill @ 2004 (Adopted 2006), Positive Prevention Plus @ 2017 (Adopted 2017)	0.0%
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

October 2025

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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 Assessments 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.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	59	56	54	54	47	48
Mathematics (grades 3-8 and 11)	47	44	46	45	35	37

2024-25 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	998	968	96.99	3.01	56.20
Female	454	440	96.92	3.08	62.50
Male	544	528	97.06	2.94	50.95
American Indian or Alaska Native	--	--	--	--	--
Asian	100	96	96.00	4.00	59.38
Black or African American	--	--	--	--	--
Filipino	32	31	96.88	3.12	80.65
Hispanic or Latino	237	234	98.73	1.27	51.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	128	121	94.53	5.47	62.81
White	480	467	97.29	2.71	55.03
English Learners	56	47	83.93	16.07	10.64
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	241	231	95.85	4.15	44.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	89	91.75	8.25	13.48

2024-25 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	1000	979	97.90	2.10	43.82
Female	455	443	97.36	2.64	42.66
Male	545	536	98.35	1.65	44.78
American Indian or Alaska Native	--	--	--	--	--
Asian	102	102	100.00	0.00	40.20
Black or African American	--	--	--	--	--
Filipino	32	31	96.88	3.12	64.52
Hispanic or Latino	237	234	98.73	1.27	34.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	128	124	96.88	3.12	49.19
White	480	469	97.71	2.29	47.55
English Learners	57	57	100.00	0.00	10.53
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	243	237	97.53	2.47	25.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	89	91.75	8.25	10.11

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	41.41	48.33	41.33	43.54	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	336	329	97.92	2.08	48.33
Female	146	142	97.26	2.74	50.70
Male	190	187	98.42	1.58	46.52
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	36.67
Black or African American	--	--	--	--	--
Filipino	14	13	92.86	7.14	84.62
Hispanic or Latino	76	76	100.00	0.00	46.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	37	97.37	2.63	59.46
White	172	167	97.09	2.91	47.31
English Learners	16	16	100.00	0.00	18.75
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	74	72	97.30	2.70	31.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	24	92.31	7.69	33.33

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.

2024-25 California Physical Fitness Test Participation Rates					
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 5	n/a	n/a	n/a	n/a	n/a
Grade 7	99%	96%	85%	93%	94%
Grade 9	n/a	n/a	n/a	n/a	n/a

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.

2025-26 Opportunities for Parental Involvement
Parents play important roles at Silverado Middle School. Active participation and involvement are encouraged on committees and panels such as: School Site Council, PTA, English Language Acquisition Committee (ELAC), District Health Committee, Parent Information Nights, student recognition programs, classroom volunteers, and special school events. Several school/community events invite and attract parents and families to our campus throughout the year. Communicating with parents regarding their child's progress is a top priority at Silverado Middle School. Parents are regularly informed of student progress through parent-teacher conferences, progress reports every sixth week into a trimester, online reporting, report cards, Student Success Team meetings, IEP meetings, tiers of Response to Intervention, and student planners. Parents also can view their student's current grades and attendance at any time using our online Aeries parent portal. If you have any questions about parent involvement opportunities or general questions about our learning community, please don't hesitate to reach out to Principal Richard Knox at 916-780-2620.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1031	1023	153	15.0
Female	466	464	58	12.5
Male	565	559	95	17.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	104	102	8	7.8
Black or African American	12	12	2	16.7
Filipino	34	34	4	11.8
Hispanic or Latino	245	244	40	16.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	126	126	19	15.1
White	494	490	78	15.9
English Learners	108	107	10	9.3
Foster Youth	--	--	--	--
Homeless	13	13	6	46.2
Socioeconomically Disadvantaged	390	386	74	19.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	113	110	32	29.1

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.28	3.75	3.3	2.22	2.51	2.66	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.19	0.03	0	0.04	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.30	0.19
Female	1.50	0.21
Male	4.78	0.18
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.88	0.00
Black or African American	0.00	0.00
Filipino	5.88	5.88
Hispanic or Latino	4.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.79	0.00
White	3.04	0.00
English Learners	5.56	0.93
Foster Youth	0.00	0.00
Homeless	38.46	0.00
Socioeconomically Disadvantaged	5.38	0.26
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.73	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.

2025-26 School Safety Plan

The safety of students and staff is a primary concern of Silverado Middle School. The school always complies with the laws, rules, and regulations on emergency preparedness, hazardous materials, and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, emergency drills, lockdown/barricades, secure school, and earthquake drills are conducted with staff and students throughout the school year. Information is communicated to staff through staff meetings and written communication. The School Site Safety Plan was reviewed and approved in February 2025 by the School Site Council. The annual review is scheduled for February 2026, including a consultation with the local police/fire department to review the school's safety plan.

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

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	26	5	18	3
Mathematics	34	4	5	14
Science	29	2	14	6
Social Science	29	1	17	3

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	7	21	1
Mathematics	31	4	17	4
Science	27	3	21	1
Social Science	29	2	12	8

2024-25 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	475.5

2024-25 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	9295.79	1693.76	7602.03	114,624.57
District	N/A	N/A	9885.46	\$105,586
Percent Difference - School Site and District	N/A	N/A	-26.1	8.2
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-37.8	11.9

Fiscal Year 2024-25 Types of Services Funded

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

- Medi-Cal Administrative Activities
- Mandated Cost Reimbursement
- Other State
- Lottery
- Extended Learning Opportunities Program
- Title 1
- ESSER II
- Special Education
- Special Education: Preschool
- Title 2, Part A Teacher Quality
- Title 4, Part A
- Title 3, Immigrant
- Title 3, Limited English
- ARP Homeless
- Pre K Planning
- Lottery: Instructional Materials
- Sp Ed Learning Recovery
- Sp Ed Mental Health
- Mental Health
- Discretionary Block Grant
- Prop. 28 Art Music
- Class Summer Assist Program
- Learning Recovery BG
- STRS on Behalf
- Literacy PD

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,145	\$61,597
Mid-Range Teacher Salary	\$92,483	\$98,902
Highest Teacher Salary	\$123,727	\$126,340
Average Principal Salary (Elementary)	\$152,501	\$158,383
Average Principal Salary (Middle)	\$163,031	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$314,542	\$288,332
Percent of Budget for Teacher Salaries	38.87%	31.29%
Percent of Budget for Administrative Salaries	5.73%	5.38%

Professional Development

PROFESSIONAL DEVELOPMENT DAYS

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

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

We have provided Professional Development on the following topics:

- English Language Development (ELD)
- Guided Language Acquisition Design (GLAD)
- Instructional Materials Training
- Content Specific essential standards and assessments
- Special Education Services
- Restorative Practices
- Toolbox for Educators
- Various online curriculum platforms and supports
- Co-Teacher Training
- IXL Training for ELA and Math teachers
- Modern Classroom Project
- Aeries Basics and Report Cards
- CASSPP Testing for 3-8 grade
- Building Thinking Classrooms
- SEL
- Eduprotocols
- Incorporating UDL Aligned Strategies

Professional Development

- Absenteeism Support
- Unique Learning System/Analyze Data to Inform Instruction
- Grading Practices at 6-8 grade
- Math: Problem Solving
- Executive Functioning Skills
- Early Literacy Training
- NGSS/CAST Alignment 4-8 grade
- Love and Logic in the Classroom

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	