

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.

2025-26 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	
County-District-School (CDS) Code	28662666058796

2025-26 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

2025-26 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 650 students in grades 6-8. Silverado is proud of its hardworking families who are the foundation of Napa County's economy, representing a rich blend 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, leadership, yearbook, and more. We have exciting partnerships with professionals for classes like Youth Cinema Project, where students learn all aspects of film-making, 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, financial literacy workshops, field trips, and other activities along with nutritious meals. Silverado also offers ongoing cycles of academic intervention during and after school, and at lunch offers about a dozen student clubs.

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. Silverado students act with purpose, live with passion, and strive for progress.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	183
Grade 7	234
Grade 8	256
Total Enrollment	673

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
Asian	1.5
Black or African American	0.7
Filipino	1.2
Hispanic or Latino	75.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.2
White	19
English Learners	30.9
Foster Youth	0.1
Homeless	8.2
Migrant	9.4
Socioeconomically Disadvantaged	80.1
Students with Disabilities	13.4

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)	27.1	88.59	647.7	88.56	234405.2	84
Intern Credential Holders Properly Assigned	0.8	2.62	5.5	0.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	13.4	1.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	1.18	22.5	3.08	11953.1	4.28
Unknown/Incomplete/NA	2.3	7.62	42	5.75	15831.9	5.67
Total Teaching Positions	30.5	100	731.4	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)	28.7	73.69	618.9	87.87	231142.4	83.24
Intern Credential Holders Properly Assigned	0.6	1.64	6	0.86	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.5	11.68	30	4.27	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.4	8.73	21.2	3.02	11746.9	4.23
Unknown/Incomplete/NA	1.6	4.23	28	3.98	14303.8	5.15
Total Teaching Positions	39	100	704.3	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)	30	82.44	619.5	86.05	230039.4	100
Intern Credential Holders Properly Assigned	0.8	2.28	7.5	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.6	7.24	43.9	6.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	5.05	25.4	3.53	12112.8	4.34
Unknown/Incomplete/NA	1	2.94	23.4	3.26	13705.8	4.91
Total Teaching Positions	36.4	100	719.9	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	1.6	1.5
Misassignments	0.00	2.8	1.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	4.5	2.6

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	1.8	0.2
Local Assignment Options	0.30	1.5	1.5
Total Out-of-Field Teachers	0.30	3.4	1.8

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	7.9	1
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	2.3	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

Year and month in which the data were collected		September 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	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	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	0%
Science	Q: Good C: Amplify- 2019 A: All students	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	0%
Foreign Language		0%

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, and most recently in summer 2025 thanks to the passing of local school bond Measure B. All HVAC systems were replaced; all buildings received

School Facility Conditions and Planned Improvements

new or repaired roofing, gutters, and downspouts; and the entire school had exterior repairs and paint. The next phases of renovations will include a renovated quad, repaved parking lots, upgraded ADA access points, interior paint, furniture, ceiling tiles, and more. In addition, major tech upgrades include improved WiFi, new PA and speaker systems, Centegix safety badges for staff, a new digital visitor check-in system, and new digital marquee.

Each classroom teacher, librarian and PE coach has a Macbook computer and a newer promethean board. The library also has a promethean board. The school cafeteria has a dated 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, and the track will be replaced in the next year or so as part of planned maintenance. The school has a main gym, a smaller practice gym and dance studio.

Year and month of the most recent FIT report

9/17/2025

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:

- 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 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)	26	33	40	44	47	48
Mathematics (grades 3-8 and 11)	16	16	28	29	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	671	638	95.08	4.92	33.44
Female	314	300	95.54	4.46	40.00
Male	356	337	94.66	5.34	27.38
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	505	479	94.85	5.15	25.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	53.33
White	128	122	95.31	4.69	56.56
English Learners	183	160	87.43	12.57	3.13
Foster Youth	--	--	--	--	--
Homeless	58	42	72.41	27.59	19.05
Military	--	--	--	--	--
Socioeconomically Disadvantaged	545	516	94.68	5.32	27.38
Students Receiving Migrant Education Services	56	47	83.93	16.07	19.15
Students with Disabilities	96	93	96.88	3.12	10.75

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	671	658	98.06	1.94	16.29
Female	314	308	98.09	1.91	13.68
Male	356	349	98.03	1.97	18.34
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	505	496	98.22	1.78	10.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	53.33
White	128	124	96.88	3.12	33.06
English Learners	183	180	98.36	1.64	1.12
Foster Youth	--	--	--	--	--
Homeless	58	56	96.55	3.45	10.71
Military	--	--	--	--	--
Socioeconomically Disadvantaged	545	534	97.98	2.02	11.26
Students Receiving Migrant Education Services	56	55	98.21	1.79	7.27
Students with Disabilities	96	93	96.88	3.12	1.08

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)	8.75	17.34	23.7	24.5	30.73	32.33

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	256	251	98.05	1.95	17.13
Female	113	110	97.35	2.65	16.36
Male	142	140	98.59	1.41	17.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	195	193	98.97	1.03	10.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	49	46	93.88	6.12	36.96
English Learners	59	59	100.00	0.00	1.69
Foster Youth	0	0	0	0	0
Homeless	21	21	100.00	0.00	19.05
Military	0	0	0	0	0
Socioeconomically Disadvantaged	203	200	98.52	1.48	12.00
Students Receiving Migrant Education Services	22	22	100.00	0.00	4.55
Students with Disabilities	30	29	96.67	3.33	0.00

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 7	96.07	97.82	96.51	99.13	95.20

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, 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) and Community School Advisory: This team gives key insight into the needs, interests and future of Silverado, informs the SPSA, has input on funding, and measures 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, trimester awards celebrations and seasonal family lunches
- Volunteering: Families may elect to volunteer in the garden, chaperoning dances, helping at athletic events, field trips, and more
- 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 and in-person meetings

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	722	704	224	31.8
Female	343	333	103	30.9
Male	378	370	120	32.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	541	528	169	32.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	15	5	33.3
White	140	137	46	33.6
English Learners	241	235	90	38.3
Foster Youth	--	--	--	--
Homeless	75	69	28	40.6
Socioeconomically Disadvantaged	586	574	190	33.1
Students Receiving Migrant Education Services	73	73	28	38.4
Students with Disabilities	109	108	42	38.9

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
10.63	10.25	17.45	3.96	4.05	3.9	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	0.25	0.97	0.06	0.07	0.14	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	17.45	0.97
Female	11.95	0.29
Male	22.49	1.59
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	27.27	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	18.67	0.74
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	18.75	0.00
White	12.86	2.14
English Learners	23.65	1.24
Foster Youth	0.00	0.00
Homeless	24.00	0.00
Socioeconomically Disadvantaged	18.60	0.85
Students Receiving Migrant Education Services	26.03	2.74
Students with Disabilities	17.43	0.92

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

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 part-time School Resource Officer from the Napa Police Department as well as two 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. 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 by the School Site Council and Safety Team (approved 9/23/25).

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

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	22	9	13	3
Mathematics	20	10	13	1
Science	26	5	7	7
Social Science	25	5	8	6

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	256

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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.8
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	

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	\$9,551	\$964	\$8,587	\$97,293
District	N/A	N/A	\$6,297	\$104,358
Percent Difference - School Site and District	N/A	N/A	-27	0.4
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-22.6	-0.5

Fiscal Year 2024-25 Types of Services Funded

AVID program; academic support during school via instructional aids; after-school intervention cycles taught by teachers; Resource (RSP); Functional Skills program; ELD courses and support; Gateway therapeutic program that serves qualifying Special Education students provides academic and behavioral support; elective courses including Fine Arts, music, dance and theater, Leadership, Yearbook and more. After school ACE/EXL program including snacks, tutoring, sports, and activities. An athletics program offering sports for grades 6-8.

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	\$68,233	\$62,783
Mid-Range Teacher Salary	\$95,658	\$97,783
Highest Teacher Salary	\$124,487	\$128,020
Average Principal Salary (Elementary)	\$159,954	\$160,224
Average Principal Salary (Middle)	\$168,226	\$166,992
Average Principal Salary (High)	\$176,731	\$180,971
Superintendent Salary	\$378,644	\$313,465
Percent of Budget for Teacher Salaries	29.97%	30.05%
Percent of Budget for Administrative Salaries	5.07%	5%

Professional Development

Teachers are supported by teacher leaders, district academic specialists, outside coaching and site administration. The district academic specialists and the onsite administrative team offer regular and ongoing support individually and in grade-level and PLC 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, 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, the On Track Collaborative in partnership with Napa High, and instructional and grading practices that elevate and reflect student learning.

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	4.5	4.5	4.5