

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silverado Middle School	31-66803-6115604	May 21, 2026	June 11, 2026

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

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

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program

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

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

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Plan Description

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

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

Schoolwide Program

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

School Vision and Mission

Silverado's Mission Statement:

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

Vision Statement:

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

School Profile

Silverado Middle School staff works collaboratively to do whatever it takes to ensure growth, learning and achievement for all students. Silverado staff members have high academic and behavior expectations for all students. Staff members at Silverado work together to promote positive self-esteem, self-motivation, acceptance of differences, cultural diversity, and a sense of responsibility in their students.

Visitors to Silverado will see our vision in action by observing the positive and supportive interactions between adults and students, a focus on academics, and programs encouraging student achievement and involvement in their educational community. Silverado uses a Multi-Tiered System of Support (MTSS) to focus on success for academics and social-emotional learning. Teachers work collaboratively in Professional Learning Communities (PLC) to ensure high levels of learning for all students. Teacher teams regularly analyze common assessments to guide instruction, provide targeted intervention, and increase the effectiveness of their instructional practices.

The school culture is reflected by The Silverado Way, "Be Safe, Be Responsible and Be Respectful" and the school slogan, "Bring your best!" Staff is proactive by helping students build connections and they use Restorative Practices to help students gain a sense of belonging. School-wide implementation of The TOOLBOX (social-emotional learning) tools and Positive Behavioral Interventions and Supports (PBIS) help maintain a healthy and positive culture by giving students strategies for handling many different situations.

Currently, there are 1,022 students on campus in grades 6-8. Silverado has an array of school-based coordinated programs, special education programs, English Learner programs, Gifted and Talented Educational (GATE) opportunities, and intervention programs, as well as opportunities for parental involvement. Students participate in a variety of extracurricular activities such as clubs, athletics, and leadership.

Educational Partner Involvement

How, when, and with whom did Silverado Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Silverado Middle School, School Plan for Student Achievement (SPSA), is a document created by teachers, parents, students and administrators. Departments and grade-level teams determine academic goals through a collaborative process. The school budget, academic goals, and the entire SPSA are shared and discussed with the School Site Council, ELAC and staff between the months of March and May each school year. The testing data within the plan is shared with all staff, and this data will determine where we focus our professional development and the budgets that support the departments of the school. The plan is shared with the Educational Services Department throughout the stages of the writing, with final approval coming from the Board of Trustees in June of each year.

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

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

ELA: Students with Disabilities

Math: English learners, Students with Disabilities, Asian, and Hispanic

English Learner Progress: none

We will meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data.

Areas of need will be immediately identified and addressed with fidelity, using our multi-tiered systems of supports.

Suspension: English Learner, Students with Disabilities, and White

Chronic Absenteeism: English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Asian, and Hispanic.

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

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

The following subgroups are two or more performance levels below the “all students” performance category.

ELA: Students with Disabilities

Math: Students with Disabilities

English Learner Progress: none

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

Suspension: none
Chronic Absenteeism: none
We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.53%	0.59%	0.39%	5	6	4
African American	1.16%	1.19%	1.26%	11	12	13
Asian	8.83%	10.00%	10.39%	84	101	107
Filipino	3.15%	3.37%	2.62%	30	34	27
Hispanic/Latino	23.13%	23.66%	24.76%	220	239	255
Pacific Islander	0.63%	0.59%	0.68%	6	6	7
White	51.52%	48.12%	47.38%	490	486	488
Multiple/No Response	10.83%	12.18%	11.75%	103	123	121
Total Enrollment				951	1010	1030

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	319	338	353
Grade 7	320	333	347
Grade 8	312	339	330
Total Enrollment	951	1,010	1,030

Conclusions based on this data:

1. Overall enrollment at Silverado has increased from 926 in 22/23 to 1,010 in 24/25.
2. Two of our sub groups, Asian and Hispanic/Latino, have increased from 22/23 to 24/25.
3. Our White, Filipino, African American and American Indian subgroups decreased from 22/23 to 24/25.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	81	96	72	8.6%	8.5%	7.0%
Fluent English Proficient (FEP)	86	95	135	8.0%	9.0%	13.1%
Reclassified Fluent English Proficient (RFEP)	75	80		7.1%	7.9%	

Conclusions based on this data:

1. The overall number of English Learners at Silverado has increased from 80 students in 22/23 to 96 students in 24/25.
2. Silverado has an EL/RR teacher who supports students, families and staff to ensure high levels of learning for our EL students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	315	320	335	308	313	326	308	313	326	97.8	97.8	97.3
Grade 7	311	323	328	300	317	320	300	317	320	96.5	98.1	97.6
Grade 8	301	313	333	288	297	320	288	297	320	95.7	94.9	96.1
All Grades	927	956	996	896	927	966	896	927	966	96.7	97	97

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2564.	2536.	2536.	27.27	23.00	20.55	39.61	30.35	32.52	21.10	25.88	23.93	12.01	20.77	23.01
Grade 7	2582.	2586.	2563.	28.00	28.08	21.88	38.00	40.38	36.88	19.33	17.98	19.06	14.67	13.56	22.19
Grade 8	2595.	2571.	2580.	24.65	22.22	23.75	40.28	32.66	33.44	20.14	22.56	24.06	14.93	22.56	18.75
All Grades	N/A	N/A	N/A	26.67	24.49	22.05	39.29	34.52	34.27	20.20	22.11	22.36	13.84	18.88	21.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	29.55	19.49	24.54	59.09	56.23	51.23	11.36	24.28	24.23
Grade 7	27.00	26.18	20.00	59.00	61.20	60.31	14.00	12.62	19.69
Grade 8	24.65	25.25	25.94	59.72	50.51	56.88	15.63	24.24	17.19
All Grades	27.12	23.62	23.50	59.26	56.09	56.11	13.62	20.28	20.39

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	23.38	21.73	17.48	58.77	51.12	58.59	17.86	27.16	23.93
Grade 7	33.33	35.65	28.44	49.33	50.16	51.88	17.33	14.20	19.69
Grade 8	29.51	24.92	22.19	51.39	50.51	52.81	19.10	24.58	25.00
All Grades	28.68	27.51	22.67	53.24	50.59	54.45	18.08	21.90	22.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	21.10	16.61	17.18	71.75	74.76	70.86	7.14	8.63	11.96
Grade 7	18.00	15.14	14.69	75.00	75.71	70.31	7.00	9.15	15.00
Grade 8	22.57	18.86	18.75	68.75	70.03	70.94	8.68	11.11	10.31
All Grades	20.54	16.83	16.87	71.88	73.57	70.70	7.59	9.60	12.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	24.68	22.68	21.47	67.53	63.90	65.64	7.79	13.42	12.88
Grade 7	30.67	26.50	24.06	58.00	62.46	59.38	11.33	11.04	16.56
Grade 8	29.51	24.58	24.06	62.85	62.29	62.19	7.64	13.13	13.75
All Grades	28.24	24.60	23.19	62.83	62.89	62.42	8.93	12.51	14.39

Conclusions based on this data:

1. This data shows that an average of 57% of students (Overall scores) in grades 6-8 either met or exceeded standards in English Language Arts in 24/25. The 6th graders made a 2% gain in Standard Met compared to the 23/24 school year. School-wide analysis of these scores will be done looking for specific strategies to increase the number of students meeting and exceeding standard.
2. Analysis of claims guides the development of Specific, Measurable, Achievable, Relevant and Time-based (SMART) goals. Further disaggregation of the data indicates achievement levels and reveals deficit areas and areas experiencing greater success. SMS had the highest percentage of students scoring "Above Standard" in the claims area of Reading and had the least percentage of students scoring "Above Standard" in the claims area of Listening. Grade level and department teams will analyze these scores and develop instructional plans to focus on this area to increase the number of students "Above Standard." The specific claim data will be used to drive instruction for the purpose of improving student achievement.
3. Silverado Middle School has met the threshold/requirement of a minimum of 95% of students completing the test. The participation rate for 24/25 was 97%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	315	320	336	310	316	331	310	316	331	98.4	98.8	98.5
Grade 7	311	323	328	306	317	322	306	317	322	98.4	98.1	98.2
Grade 8	301	313	334	291	302	324	291	302	324	96.7	96.5	97
All Grades	927	956	998	907	935	977	907	935	977	97.8	97.8	97.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2545.	2528.	2534.	23.87	21.84	23.26	27.74	21.84	22.96	29.03	27.85	29.61	19.35	28.48	24.17
Grade 7	2541.	2560.	2531.	22.22	22.71	18.63	22.22	30.60	17.70	25.82	23.97	29.19	29.74	22.71	34.47
Grade 8	2562.	2569.	2577.	21.65	25.50	28.70	21.99	18.87	20.06	26.12	27.15	24.07	30.24	28.48	27.16
Grade 11															
All Grades	N/A	N/A	N/A	22.60	23.32	23.54	24.04	23.85	20.27	27.01	26.31	27.64	26.35	26.52	28.56

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	24.19	20.89	21.45	55.81	47.15	53.78	20.00	31.96	24.77
Grade 7	18.95	22.40	18.01	50.65	54.89	44.10	30.39	22.71	37.89
Grade 8	21.65	23.84	25.62	52.23	50.00	52.78	26.12	26.16	21.60
Grade 11									
All Grades	21.61	22.35	21.70	52.92	50.70	50.26	25.47	26.95	28.05

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	17.74	16.14	19.03	61.29	56.33	53.47	20.97	27.53	27.49
Grade 7	21.24	21.14	17.70	54.90	61.20	54.97	23.86	17.67	27.33
Grade 8	20.96	22.52	24.69	52.23	52.32	55.25	26.80	25.17	20.06
All Grades	19.96	19.89	20.47	56.23	56.68	54.55	23.81	23.42	24.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	18.06	18.67	18.73	64.19	63.29	58.61	17.74	18.04	22.66
Grade 7	21.24	19.56	17.39	57.52	65.30	60.87	21.24	15.14	21.74
Grade 8	16.84	19.54	21.30	61.51	63.58	59.88	21.65	16.89	18.83
All Grades	18.74	19.25	19.14	61.08	64.06	59.77	20.18	16.68	21.08

Conclusions based on this data:

1. This data shows that an average of 44% of students (Overall scores) in grades 6-8 either met or exceeded standards in Mathematics in 24/25. Students in 8th grade made a 2 point gain in Standard Met from 23/24 to 24/25. School-wide analysis of these scores will be done looking for specific strategies to increase the number of students meeting and exceeding standards.
2. Analysis of claims guides the development of SMART goals, and further disaggregation of the data indicates achievement levels and reveals deficit areas and areas experiencing greater success. SMS had the highest percentage of students scoring "Above Standard" in the claims area of Concepts and Procedures. Silverado had the least percentage of students scoring "Above Standard" in the claims area of Communicating Reasoning. Grade level and department teams will analyze these scores and develop instructional plans to focus on this area to increase the number of students "Above Standard." The specific claim data will be used to drive instruction for the purpose of improving student achievement.
3. Silverado Middle School has met the threshold/requirement of a minimum of 95% of students completing the test. The participation rate for 24/25 was 97.9%.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1559.8	1548.5	1580.6	1564.9	1534.5	1585.9	1554.2	1562.1	1574.8	22	30	35
7	1556.2	1563.7	1609.6	1547.2	1568.2	1621.3	1564.7	1558.7	1597.4	34	24	27
8	1617.3	1608.1	1574.7	1623.7	1615.8	1573.7	1610.5	1599.9	1575.2	22	27	19
All Grades										78	81	81

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	59.09	46.67	62.86	18.18	30.00	28.57	9.09	6.67	2.86	13.64	16.67	5.71	22	30	35
7	50.00	45.83	66.67	17.65	16.67	22.22	14.71	20.83	11.11	17.65	16.67	0.00	34	24	27
8	72.73	48.15	47.37	18.18	18.52	26.32	0.00	29.63	21.05	9.09	3.70	5.26	22	27	19
All Grades	58.97	46.91	60.49	17.95	22.22	25.93	8.97	18.52	9.88	14.10	12.35	3.70	78	81	81

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	77.27	56.67	71.43	9.09	23.33	20.00	4.55	3.33	2.86	9.09	16.67	5.71	22	30	35
7	50.00	45.83	74.07	26.47	25.00	18.52	8.82	16.67	7.41	14.71	12.50	0.00	34	24	27
8	72.73	55.56	52.63	18.18	25.93	26.32	0.00	11.11	10.53	9.09	7.41	10.53	22	27	19
All Grades	64.10	53.09	67.90	19.23	24.69	20.99	5.13	9.88	6.17	11.54	12.35	4.94	78	81	81

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	13.64	30.00	31.43	45.45	33.33	48.57	27.27	20.00	17.14	13.64	16.67	2.86	22	30	35
7	17.65	37.50	48.15	44.12	16.67	29.63	14.71	29.17	14.81	23.53	16.67	7.41	34	24	27
8	59.09	33.33	21.05	27.27	25.93	47.37	4.55	25.93	21.05	9.09	14.81	10.53	22	27	19
All Grades	28.21	33.33	34.57	39.74	25.93	41.98	15.38	24.69	17.28	16.67	16.05	6.17	78	81	81

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	36.36	36.67	37.14	54.55	50.00	54.29	9.09	13.33	8.57	22	30	35
7	20.59	41.67	44.44	55.88	41.67	48.15	23.53	16.67	7.41	34	24	27
8	36.36	33.33	31.58	54.55	55.56	52.63	9.09	11.11	15.79	22	27	19
All Grades	29.49	37.04	38.27	55.13	49.38	51.85	15.38	13.58	9.88	78	81	81

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	77.27	70.00	80.00	13.64	13.33	14.29	9.09	16.67	5.71	22	30	35
7	67.65	58.33	92.59	17.65	25.00	7.41	14.71	16.67	0.00	34	24	27
8	77.27	70.37	73.68	13.64	25.93	26.32	9.09	3.70	0.00	22	27	19
All Grades	73.08	66.67	82.72	15.38	20.99	14.81	11.54	12.35	2.47	78	81	81

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	9.09	20.00	28.57	68.18	53.33	48.57	22.73	26.67	22.86	22	30	35
7	17.65	29.17	44.44	55.88	41.67	40.74	26.47	29.17	14.81	34	24	27
8	72.73	40.74	31.58	18.18	29.63	47.37	9.09	29.63	21.05	22	27	19
All Grades	30.77	29.63	34.57	48.72	41.98	45.68	20.51	28.40	19.75	78	81	81

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	54.55	56.67	71.43	40.91	33.33	25.71	4.55	10.00	2.86	22	30	35
7	50.00	50.00	77.78	41.18	37.50	22.22	8.82	12.50	0.00	34	24	27
8	45.45	37.04	0.00	50.00	62.96	100.00	4.55	0.00	0.00	22	27	19
All Grades	50.00	48.15	56.79	43.59	44.44	41.98	6.41	7.41	1.23	78	81	81

Conclusions based on this data:

1. This data provides information on Silverado's English Language Learner students' (EL) English Proficiency levels and serves as an indicator to determine the focus for growth in subsequent years. Our ELPAC overall score for 7th grade went up from 1563 in 23/24 to 1609 in 24/25, an increase of 46 points. Our ELPAC overall score for 6th grade showed an increase from 1548 in 23/24 to 1580 in 24/25, an increase of 32 points.
2. In the area of Written Language, 7th grade made an increase from 37.5 in 23/24 to 48.15 in 24/25 scoring at Level 4.
3. In the area of Overall Language, all grades had an increase from 46.91 in 23/24 to 60.49 in 24/25 scoring at Level 4.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1010	34.5%	9.5%	0.2%
Total Number of Students enrolled in Silverado Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	96	9.5%
Foster Youth	2	0.2%
Homeless	11	1.1%
Socioeconomically Disadvantaged	348	34.5%
Students with Disabilities	103	10.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.2%
American Indian	6	0.6%
Asian	101	10%
Filipino	34	3.4%
Hispanic	239	23.7%
Two or More Races	123	12.2%
Pacific Islander	6	0.6%
White	486	48.1%

Conclusions based on this data:

1. Silverado's EL student population continues to grow each year. There were 96 EL students enrolled in 24/25.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  Blue		

Conclusions based on this data:

- Academic performance indicators for all students in English Language Arts fell within the green range, and Mathematics fell within the yellow range.
- Chronic Absenteeism decreased resulting in orange Chronic Absenteeism rate.
- The Conditions and Climate indicator for Suspension Rate for all students fell within the green range.

School and Student Performance Data

Academic Performance English Language Arts

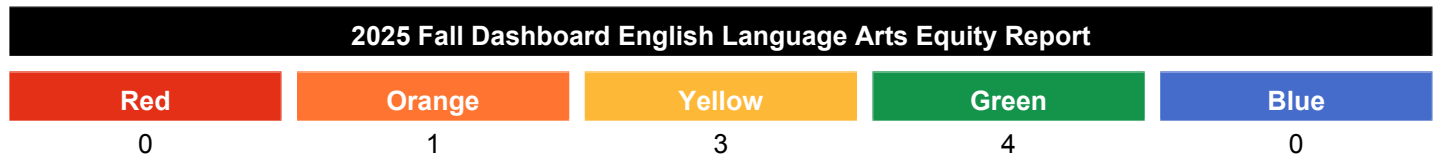
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 10.8 points above standard Declined 5 points 954 Students	English Learners  Yellow 5.2 points below standard Increased 8.1 points 140 Students	Long-Term English Learners  No Performance Color 4.4 points below standard Increased 8 points 24 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Yellow 6.2 points below standard Increased 7.9 points 350 Students

Students with Disabilities  Orange 96.6 points below standard Increased 4.2 points 98 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  Green 15.9 points above standard Increased 11.7 points 96 Students	Filipino  Green 46.9 points above standard Declined 22.8 points 31 Students	Hispanic  Green 1.6 points above standard Increased 3.2 points 227 Students
Two or More Races  Green 30.6 points above standard Increased 13.2 points 116 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Yellow 7.8 points above standard Declined 14.9 points 463 Students

Conclusions based on this data:

- Overall, the English Language Arts performance indicator for all students was within the Green range, resulting in all student groups scoring 10.8 points above standard. English Learners ELA performance indicator fell within the Yellow range, resulting in this student group scoring 5.2 points below standard. Socioeconomically Disadvantaged students had an indicator score within the Yellow range. Overall, this student group scored 6.2 points below standard. Students with Disabilities ended up with the overall subgroup scoring 96.6 points below standard. This resulted in an indicator score within the Orange range.
- English Language Arts performance indicators are disaggregated by race/ethnicity on the Dashboard. Hispanic students (227 students) scored within the Green range, with an overall score of 1.6 points above standard. Students who identify as Two or More Races (116 students) scored within the Green range, with an overall score of 30.6 points above standard. White students (463 students) scored within the Yellow range, indicating an overall score of 7.8 points above standard.
- This Dashboard provides English Language Arts data comparisons for English Learners. Current English Learners (140 students) achieved an overall score of 5.2 points below standard.

School and Student Performance Data

Academic Performance Mathematics

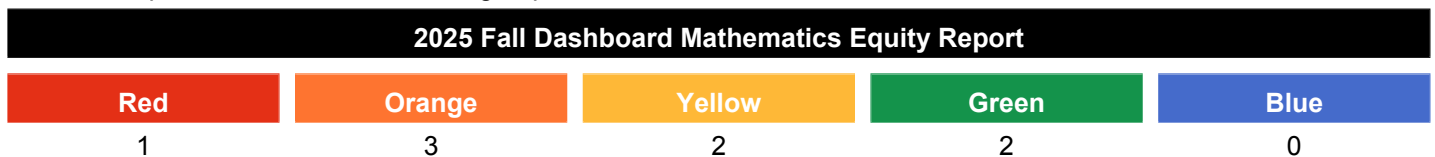
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 19 points below standard Declined 4.8 points 959 Students	English Learners  Orange 53.2 points below standard Maintained -2.5 points 145 Students	Long-Term English Learners  No Performance Color 78.8 points below standard Increased 12.8 points 24 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Yellow 40.4 points below standard Increased 6.7 points 353 Students

Students with Disabilities  Red 134.9 points below standard Declined 8.8 points 99 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  Orange 29.4 points below standard Maintained 0.7 points 100 Students	Filipino  Green 19.8 points above standard Maintained -0.4 points 31 Students	Hispanic  Orange 38 points below standard Declined 3.4 points 227 Students
Two or More Races  Green 13.6 points above standard Increased 11.1 points 116 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Yellow 14.5 points below standard Declined 7.5 points 463 Students

Conclusions based on this data:

- Overall, the Mathematics performance indicator for all students was within the Yellow range, resulting in all student groups scoring 19 points below standard. Mathematics performance for English Learners fell within the Orange range, resulting in this student group scoring 53.2 points below standard. Socioeconomically Disadvantaged students have an indicator score within the Yellow range. Overall, this student group scored 40.4 points below standard. Students with Disabilities have an overall subgroup scoring 134.9 points below standard. This resulted in an indicator score within the Red range.
- Mathematics performance indicators are disaggregated by race/ethnicity on the Dashboard. Hispanic students (227 students) scored within the Orange range, with an overall score of 38 points below standard. Students who identify as Two or More Races (116 students) scored within the Green range with an overall score of 13.6 points above standard. White students (463 students) scored within the Yellow range, with an overall score of 14.5 points below standard.
- The Dashboard provides Mathematics data comparisons for English Learners. Current English Learners (145 students) earned an overall score of 53.2 points below standard.

School and Student Performance Data

Academic Performance Science

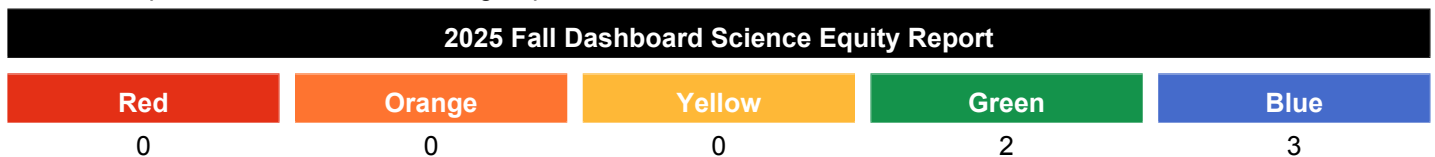
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Blue 62.6 science points Increased 6.2 points 320 Students	English Learners Green 50.7 science points Increased 6.6 points 40 Students	Long-Term English Learners No Performance Color 50.8 science points Increased 10.9 points 11 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged Blue 57.4 science points Increased 9.8 points 117 Students

Students with Disabilities  No Performance Color 49.4 science points Increased 22.3 points 29 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 57.4 science points Increased 10.2 points 29 Students	Filipino  No Performance Color 69.6 science points 14 Students	Hispanic  Blue 61.8 science points Increased 10.4 points 72 Students
Two or More Races  Blue 68.1 science points Increased 14.8 points 36 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 62.1 science points Increased 2.4 points 164 Students

Conclusions based on this data:

- Overall, the Science performance indicator for all students was within the Blue range, resulting in all student groups scoring 62.6 points.
Science performance for English Learners fell within the Green range, resulting in this student group scoring 50.7 points.
Socioeconomically Disadvantaged students have an indicator score within the Blue range. Overall, this student group scored 57.4 points.
Students with Disabilities have an overall subgroup scoring 49.4 points.
- Science performance indicators are disaggregated by race/ethnicity on the Dashboard.
Hispanic students (72 students) scored within the Blue range, with an overall score of 61.8 points.
Students who identify as Two or More Races (36 students) scored within the Blue range with an overall score of 68.1 points.
White students (164 students) scored within the Green range, with an overall score of 62.1 points.
- The Dashboard provides Science data comparisons for English Learners.
Current English Learners (40 students) earned an overall score of 50.7 points.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
94.3 making progress.	86.7 making progress.
Number Students: 70 Students	Number Students: 15 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1.4%	4.3%	17.1%	77.1%

Conclusions based on this data:

1. There were 70 EL students at SMS in 25/26. Of those 70 students 94.3% made progress towards English Language proficiency.
2. 77.1% of the EL students progressed at least one level.
3. SMS staff will use this data to continue to develop steps and strategies to help more EL students progress towards English Language proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Orange

15% Chronically Absent

Maintained 0

1023 Students

English Learners



Green

9.3% Chronically Absent

Declined 8.2

107 Students

Long-Term English Learners



No Performance Color

12% Chronically Absent

Declined 14.9

25 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Homeless



No Performance Color

46.2% Chronically Absent

Increased 12.8

13 Students

Socioeconomically Disadvantaged



Yellow

19.2% Chronically Absent

Declined 3.5

386 Students

Students with Disabilities  Red 29.1% Chronically Absent Increased 7.2 110 Students	African American  No Performance Color 16.7% Chronically Absent Declined 1.5 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  Green 7.8% Chronically Absent Declined 4.8 102 Students	Filipino  Orange 11.8% Chronically Absent Increased 11.8 34 Students	Hispanic  Yellow 16.4% Chronically Absent Declined 4.3 244 Students
Two or More Races  Yellow 14.7% Chronically Absent Declined 1.9 129 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Orange 15.9% Chronically Absent Increased 2.7 490 Students

Conclusions based on this data:

- Overall, Chronic Absenteeism for all students was within the Yellow range, resulting in 15% of all students being chronically absent.
Chronic Absenteeism for English Learners fell within the Green range, resulting in this student group 9.3% chronically absent.
Socioeconomically Disadvantaged students landed within the Yellow range. Overall, this student group was 19.2% chronically absent.
Students with Disabilities overall subgroup was 29.1% chronically absent. This resulted in an indicator score within the Red range.
- Chronic Absenteeism rates are disaggregated by race/ethnicity on the Dashboard.
Hispanic students (244 students) scored within the Yellow range, with an overall rate of 16.4% chronically absent.
Students who identify as Two or More Races (129 students) scored within the Yellow range, with an overall chronically absent rate of 14.7%.
White students (490 students) scored within the Orange range, with an overall percentage of 15.9% chronically absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

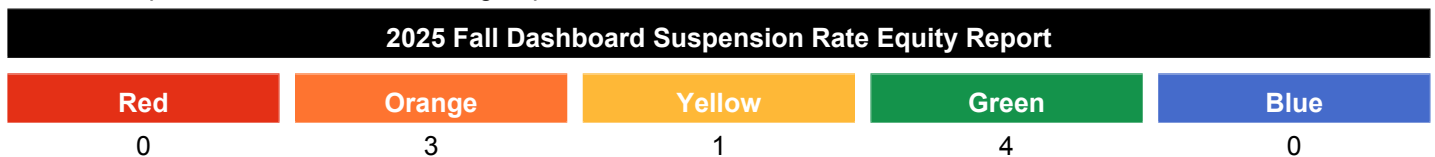
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 3.3% suspended at least one day Declined 0.4% 1031 Students	English Learners  Green 5.6% suspended at least one day Declined 4% 108 Students	Long-Term English Learners  No Performance Color 12% suspended at least one day Declined 11.1% 25 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color 38.5% suspended at least one day Increased 19.7% 13 Students	Socioeconomically Disadvantaged  Yellow 5.4% suspended at least one day Maintained -0.2% 390 Students

Students with Disabilities  Orange 9.7% suspended at least one day Increased 1% 113 Students	African American  No Performance Color 0% suspended at least one day Declined 7.7% 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  Green 2.9% suspended at least one day Declined 2.9% 104 Students	Filipino  Orange 5.9% suspended at least one day Increased 5.9% 34 Students	Hispanic  Orange 4.9% suspended at least one day Increased 1% 245 Students
Two or More Races  Green 1.5% suspended at least one day Declined 0.3% 130 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Green 3% suspended at least one day Declined 0.7% 494 Students

Conclusions based on this data:

- Overall, Suspension Rates for all students were within the Green range, resulting in 3.3% of all students suspended at least once.
The Suspension Rate for English Learners fell within the Green range, resulting in 5.6% of all English Learners suspended at least once.
Socio-economically Disadvantaged students ended with an indicator score within the Yellow range. Overall, this student group had 5.4% of students suspended at least once.
Students with Disabilities results show the overall subgroup including 9.7% of students suspended at least once. This resulted in an indicator score within the Orange range.
- Suspension Rates are disaggregated by race/ethnicity on the Dashboard.
Asian students (104) 2.9% were suspended at least once during the school year, resulting in a Green indicator score on the Dashboard.
Hispanic students (245 students) received an indicator score within the Orange range and an overall rate of 4.9%.
Students who identify as Two or More Races (130 students) scored within the Green range, receiving an overall suspension rate of 1.5%.
White students (494 students) scored within the Green range, receiving an overall suspension rate of 3%.
- We continue to utilize positive behavioral interventions and other means of correction to address student behavior. Our goal is to address all behavior in a positive and non-exclusionary manner.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement

Board Goal #1: Education - Provide targeted professional development for staff in effective instructional practices to increase student achievement. Support the development of critical thinking skills through analysis, reflection, and purposeful problem-solving. Promote and support student attendance to strengthen engagement and maximize learning opportunities.

Site Goal: Student achievement will improve as measured by increased proficiency levels on classroom, district and state assessments, with the intent that all students will demonstrate at least one year's growth in all academic areas.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The following subgroups have an overall performance level of orange or red (not meeting standard):

ELA: Students with disabilities

Math: Hispanic, Asian, Students with disabilities, and EL

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MATHEMATICS 6th grade IXL Math Diagnostic 6th grade Math CAASPP 7th grade IXL Math Diagnostic 7th grade Math CAASPP 8th grade IXL Math Diagnostic 8th grade Math CAASPP ENGLISH LANGUAGE ARTS 6th grade IXL Reading Diagnostic 6th grade ELA CAASPP 7th grade IXL Reading Diagnostic 7th grade ELA CAASPP 8th grade IXL Reading Diagnostic 8th grade ELA CAASPP	MATHEMATICS 6th grade IXL Math Diagnostic -Above grade: 27% -On grade: 15% -Below grade: 14% -Far below grade: 44% 6th grade Math CAASPP: 46% 7th grade IXL Math Diagnostic -Above grade: 31% -On grade: 12% -Below grade: 8% -Far below grade: 49% 7th grade Math CAASPP: 37% 8th grade IXL Math Diagnostic -Above grade: 11% -On grade: 13% -Below grade: 7% -Far below grade: 66% 8th grade Math CAASPP: 49% ENGLISH LANGUAGE ARTS 6th grade IXL Reading Diagnostic -At/Above Benchmark: 61% -On Watch: 7% -Intervention: 7% -Urgent Intervention: 25% 6th grade ELA CAASPP: 53% 7th grade IXL Reading Diagnostic -At/Above Benchmark: 55% -On Watch: 8% -Intervention: 9% -Urgent Intervention: 32% 7th grade ELA CAASPP: 59% 8th grade IXL Reading Diagnostic -At/Above Benchmark: 45% -On Watch: 7% -Intervention: 8% -Urgent Intervention: 45% 8th grade ELA CAASPP: 57%	MATHEMATICS All 6th grade students will improve by demonstrating at least one year's growth on the IXL Math assessment and an increase of 5% on the Math CAASPP. All 7th grade students will improve by demonstrating at least one year's growth on the IXL Math assessment and an increase of 5% on the Math CAASPP. All 8th grade students will improve by demonstrating at least one year's growth on the IXL Math assessment and an increase of 5% on the Math CAASPP. ENGLISH LANGUAGE ARTS All 6th grade students will improve by demonstrating at least one year's growth on the IXL Reading assessment and an increase of 5% on the ELA CAASPP. All 7th grade students will improve by demonstrating at least one year's growth on the IXL Reading assessment and an increase of 5% on the ELA CAASPP. All 8th grade students will improve by demonstrating at least one year's growth on the IXL Reading assessment and an increase of 5% on the ELA CAASPP.

Strategies/Activities

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

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

	Assessment Team Protocols. Lessons will include direct instruction, practice, and evaluation. Teachers use common formative assessment scores to group students needing additional time and instruction (Tier II intervention groups). Collaborative Conferences have been set in place, three times per year, to analyze student assessment results to determine individuals who need Tier III support. The Tier II and Tier III student groups created by specific needs across the grade level will meet four times per week for thirty minutes per day (CUB period). These small groups will be flexible based on student progress and current needs. Teachers are GLAD trained and use GLAD strategies to meet the needs of all learners. Teachers will receive a training on how to use Integrated EL strategies in the gen ed classroom. Teachers reteach and give retake opportunities. Teachers include literacy skills in science and social science classes with Claim Evidence and Reasoning to support literacy. Teachers use Building Thinking Classrooms instructional strategies to give all students a deeper understanding of mathematics.		Department funds for instructional materials and classroom supplies. 5,000 Site Allocation 1000-1999: Certificated Personnel Salaries Collaboration, vertical articulation, planning, Collaborative Conferences, release time for grade level and department teams. 2,100 Lottery: Inst. Materials 4000-4999: Books And Supplies Curriculum and instructional materials
1.2	After school tutoring	All Students	5,400 Lottery 1000-1999: Certificated Personnel Salaries After school tutoring
1.4	6-8 teachers will use Math and Reading IXL to target students' individual math and reading levels. Teachers will use the initial scores to set goals for individual students and measure growth over the school year. The program will be used to guide, monitor, and support students with math and reading materials at their independent math and reading levels.	All Students	
1.5	English Learner teacher will use curriculum and materials to increase language levels. Designated EL instruction will occur in Social Studies classes at all grade levels. EL newcomers will have a designated class period with our EL teacher. Staff will participate in EL Shadowing to better support our EL learners.	All Students	2,500 Supplemental Grant 1000-1999: Certificated Personnel Salaries Support for ELPAC testing and reclassification 1,000 Supplemental Grant 4000-4999: Books And Supplies EL curriculum and materials to help with English language development 800 Lottery: Inst. Materials 4000-4999: Books And Supplies Renaissance Learning AR reading program
1.6	Software licensing for Gimkit to help support student learning in multiple academic areas.	All students	1,000 Lottery: Inst. Materials

			4000-4999: Books And Supplies Software licensing
1.7	Social Studies teachers will collaborate to improve designated ELD instruction.		1,500 Supplemental Grant 1000-1999: Certificated Personnel Salaries Substitute teachers for release time/collaboration

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 25/26 school year, strategies and activities included district wide implementation of PLC time and substitute coverage for Collaborative Conferences. Silverado Middle School was able to serve 108 students (approximately 10%) with Tier III supports and interventions. Weekly PLC time was dedicated to monitoring student growth toward mastery of standards in all subject areas. Additional funds were set aside for extra academic support after school for general education, special education and English Learner students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between intended implementation and budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes will be made to the goals, outcomes or metrics in the 26/27 School Plan. For strategies/activities we will spend several staff meetings learning how to better support our EL students through integrated instruction. Expenditures will reflect increases in costs for employee salary and benefits. Areas of need will be immediately identified and addressed using our multi-tiered system of support and data monitoring systems with fidelity.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

School Climate and Engagement

Board Goal #2: Safety - Enhance campus safety through a layered approach that leverages behavioral health instruction and intervention, strategic security measures, and systematic staff training.

Site Goal: At Silverado Middle School we will maintain a positive school climate as measured by the student and parent survey, attendance, discipline data and suspension data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Suspension Rate: Students with disabilities, Filipino, and Hispanic

Chronic Absenteeism: Students with disabilities, Filipino, and White students

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Student Survey 2. Parent Survey 3. Student Attendance 4. Discipline Data 5. Suspension Data 6. PBIS Tiered Fidelity Inventory	1. On the 25/26 Student survey, 81% of students reported they have never been physically bullied at school. 2. On the 25/26 Parent survey, 68% of parents report their student feels safe at school. 3. Chronic Absenteeism for 25/26: (absent more than 10% - 18 days) 6th grade 8.12% 7th grade 12.76% 8th grade 9.14% 4. Discipline Data (SWIS): 158 major referrals in 25/26 5. Suspension Data: 34 suspensions in 25/26 6. 24/25 PBIS Tiered Fidelity Inventory Tier 1: 77% Tier 2: 73% Tier 3: N/A	1. On the 26/27 Student survey, at least 85% of students will report they have never been bullied at school. 2. On the 26/27 Parent survey, at least 73% of parents will report their student feels safe at school. 3. Chronic Absenteeism for 26/27: 6th-grade 7% 7th-grade 10% 8th-grade 8% 4. Discipline Data (SWIS): less than 130 major referrals in 26/27 5. Suspension Data: Number of suspensions in 26/27 will be less than 25 6. 24/25 PBIS Tiered Fidelity Inventory Tier 1: 80% Tier 2: 75% Tier 3: 50%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	A focus on both sides of the MTSS pyramid (behavior/SEL and academic supports). Teachers will utilize the Digital Citizenship/Nearpod curriculum to inform students about critical issues and how to get the support they may need. The counselor will reach out to students and use a variety of resources to provide academic, social, and emotional support using the TOOLBOX tools. Student Leadership opportunities including, but not limited to, Student Council, WEB, Teacher Assistants, club leaders, and athletics. Use of Restorative Practices including, but not limited to, Community Building Circles, behavior support learning modules, Alternative Learning Center, Restorative Circles, Behavior Support Modules and Self Reflections. Student assemblies will provide information and enrichment to the student population. Information will be shared in Weekly Announcements that are shared with all students and families. Classroom social-emotional lessons for all students. Pro Youth program (making healthy decisions).	All Students	5,000 Site Allocation 1000-1999: Certificated Personnel Salaries After school clubs 2,500 Site Allocation 2000-2999: Classified Personnel Salaries Substitutes and release time for PBIS training. 3,500 Site Allocation 0001-0999: Unrestricted: Locally Defined Incentives, rewards and recognitions 2,000 Lottery 5000-5999: Services And Other Operating Expenditures School assembly 2,000 Site Allocation

	Small group counseling provided by school counselors. Teachers, staff, and administration will support the implementation of positive incentives and rewards for student behavior, effort, and achievement. The PBIS Student Store. Use of "Take A Moment" for self reflection prior to a negative consequence. Completed the PBIS Tiered Fidelity Inventory and received Gold recognition. Programs to provide support to parents/families (ie. Bear Treasures, Lost But Not Forgotten, Giving Tree). Family Picnics (fall and spring). Partnership with the Roseville Police Department.		1000-1999: Certificated Personnel Salaries WEB training days 1,500 Site Allocation 4000-4999: Books And Supplies WEB materials and supplies 1,000 Lottery 4000-4999: Books And Supplies Supplies, transportation and clothing for foster/homeless students 700 Supplemental Grant 4000-4999: Books And Supplies Parent outreach and parent night
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 25/26 school year, strategies and activities included PBIS strategies and multi-tiered systems of support. During our PBIS and SEL monthly meetings, we discussed data such as Aperture and Office Discipline Referrals. Because we have been doing this with fidelity, we have seen an increase in our behavior referrals. Along with our focus on attendance and attendance incentives, we have seen an improvement in our attendance data from the 24/25 school year to the 25/26 school year. We will continue to analyze school-wide attendance data monthly both schoolwide and by grade level. In addition, we will analyze individual student attendance data bi-monthly and then follow up with attendance letters, SART and SARB as needed.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between intended implementation and budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes will be made to the goals, outcomes, metrics or strategies in 26/27 School Plan. Expenditures will reflect increases in costs for employee salary and benefits. Areas of need will be immediately identified and addressed using our multi-tiered systems of support and data monitoring systems with fidelity.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$44,500.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
Lottery	\$8,400.00
Lottery: Inst. Materials	\$3,900.00
Site Allocation	\$26,500.00
Supplemental Grant	\$5,700.00

Subtotal of state or local funds included for this school: \$44,500.00

Total of federal, state, and/or local funds for this school: \$44,500.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Allocation	26,500	0.00
Supplemental Grant	5,700	0.00
Lottery: Inst. Materials	3,900	0.00
Lottery	8,400	0.00

Expenditures by Funding Source

Funding Source	Amount
Lottery	8,400.00
Lottery: Inst. Materials	3,900.00
Site Allocation	26,500.00
Supplemental Grant	5,700.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	3,500.00
1000-1999: Certificated Personnel Salaries	21,400.00
2000-2999: Classified Personnel Salaries	2,500.00
4000-4999: Books And Supplies	15,100.00
5000-5999: Services And Other Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Lottery	5,400.00
4000-4999: Books And Supplies	Lottery	1,000.00

5000-5999: Services And Other Operating Expenditures	Lottery	2,000.00
4000-4999: Books And Supplies	Lottery: Inst. Materials	3,900.00
0001-0999: Unrestricted: Locally Defined	Site Allocation	3,500.00
1000-1999: Certificated Personnel Salaries	Site Allocation	12,000.00
2000-2999: Classified Personnel Salaries	Site Allocation	2,500.00
4000-4999: Books And Supplies	Site Allocation	8,500.00
1000-1999: Certificated Personnel Salaries	Supplemental Grant	4,000.00
4000-4999: Books And Supplies	Supplemental Grant	1,700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,300.00
Goal 2	18,200.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Rich Knox	Principal
Kelly Brophy	Other School Staff
Carolyn Brown	Parent or Community Member
Jason Braverman	Parent or Community Member
Michelle Harvey	Parent or Community Member
Angela Hafer	Parent or Community Member
Julie Ruhle	Classroom Teacher
Alyssa Miramontes	Classroom Teacher
Julie Winkleman	Classroom Teacher
Jeremy Biddle	Other School Staff
Darion Benavidez	Secondary Student
Hailey Zimmerman	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

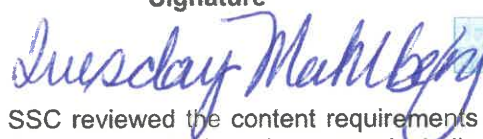
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/21/26.

Attested:




Principal, Rich Knox on 5/21/26

SSC Chairperson, Carolyn Brown (chair) on 5/21/26

Instructions

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



Silverado Middle School

School Site Council

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

Year At a Glance 26/27

September 17, 2026

Introduction of Members
Purpose/Roles School Site Council (PPT)
Year at a Glance
Site Council Officers
ByLaws
Review Uniform Complaint Policy
Site Professional Learning

October 22, 2026

Review [School](#) and [District](#) Goals for 26/27
Discuss site/district assessments
Analyze student and parent 2026 spring surveys

November 19, 2026

Analyze student and parent 2026 spring surveys
RTI review
Spring CAASPP data

January 21, 2027

Review/Update School Safety Plan and Goals
Approve School Safety Plan
Mid Year Review LCAP

February 25, 2027

Review LCAP (Goals)
Review Dashboard Analysis

March 18, 2027

LCAP update
Local Indicator #3 Parent Rubric

April 23, 2027

Review SPSA Goals 27/28

Parent/Student Survey results review

May 20, 2027

Final SPSA Approval 27/28

Set SSC 27/28 Meetings

Review Site Council Balloting Process

Silverado Middle School
SCHOOL SITE COUNCIL BY-LAWS

ARTICLE I: Name of Committee

The name of this committee will be the Silverado Middle School Site Council.

ARTICLE II: Objectives

The objective of the School Site Council (SSC) shall be to assist the school in creating a school improvement program as identified in AB65. The School Site Council shall be advisory in nature, and these by-laws shall in no way be construed as giving the School Site Council a veto over project or program activities. The principle functions are advisory in nature and to review the School Improvement Plan, to review its implementation, to assess periodically the effectiveness of the program, to approve the school improvement budget, and to recommend modification of the plan to reflect changing needs and priorities. Final decision making authority rests with the administration and the Board of Trustees.

ARTICLE III: Membership

Section 1. School Site Council

The Council shall be composed of the principal and representatives of teachers elected by teachers at the school, other school personnel elected by other school personnel at the school, parents of pupils attending the school elected by such parents, and students elected by students attending the school. In addition, community members may serve on the Council if elected by the parents of the school. The Council shall be constituted to ensure parity between the principal, classroom teachers, (4) and other school personnel (1 classified) and parents (4) or other community members selected by parents and students (2). The classroom teachers shall comprise the majority of those persons representing school staff. Council members representing parents or other community members may be employees of the school district as long as they are not employees at this school.

Section 2. Responsibilities and Rights

All Council members shall enjoy the full rights and obligations of membership. Each Council member shall be entitled to one vote and may cast that vote on each matter submitted to the Council. Voting by proxy or absentee ballots is not permitted.

Section 3. Termination of Membership

A. Members shall no longer hold membership who cease to meet the requirement of the position for which they were elected. Membership may be terminated for any member who is absent from all regular and special meetings for a period of three consecutive months. The Council, by affirmative vote of two-thirds of all of the members of the Council, may recommend termination of membership.

Section 4. Term of Office

All members of the Council shall serve for a two-year term. The term of appointment will be concurrent with the school year

Section 5. Resignation

Any member may resign by filing a written resignation with the Council chairperson or school administrator.

Section 6. Vacancy

Any vacancy on the Council shall be filled for the remainder of the unexpired term. The chairperson shall appoint to fill the vacancy.

ARTICLE IV: Officers

Section 1.

The officers of the School Site Council shall be a chairperson, vice-chairperson, a recording secretary.

Section 2. Election and Term of Office

The chairperson, vice-chairperson, and secretary of the School Site Council shall be elected annually by the newly-formed Council at their first meeting each school year.

Section 3. Chairperson

The chairperson must be a community member within the school district boundaries other than an employee of the school district. The chairperson, in cooperation with the principal, shall prepare an agenda for each council meeting. He/she shall preside at all meetings of the School Site Council and, in addition, he/she will perform all duties incident to the office of chairperson and such other duties as may be prescribed by the School Site Council from time to time.

Section 4. Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in event of her/his absence. He/she must be a community member other than an employee of the school district.

Section 5. Recording Secretary

The recording secretary shall keep the minutes of the meetings both regular and special of the School Site Council and shall transmit true and correct copies of the minutes to each of the members, to the principal and to such other persons as the committee may deem appropriate. The recording secretary shall see that all notices are duly given in accordance with the provisions of these by-laws; be custodian of the Council's records: keep a register of the address and telephone number of each member of the Council and, in general, perform all duties related to the office of the recording secretary and such other duties as from time to time may be assigned to the office by the chairperson. Official minutes will be kept in the school office.

ARTICLE V: Standing and Special Committees

Section 1. Creation and Abolition of Standing and Special Committees

The School Site Council may from time to time create and abolish such standing or special committees as it may desire. Members for such committees may be drawn from the community and will include a member from the Council. No standing or special committee may exercise the authority of the School Site Council.

Section 2. Membership

Unless otherwise determined by the School Site Council in its decision to establish a committee, the chairperson of the School Site Council shall appoint members to the various committees with approval of School Site Council.

Section 3. Term of Office

Each member of a committee shall continue as such for the term of his appointment and until his successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

ARTICLE VI: Meetings of School Site Council

Section 1. Regular Meetings

The School Site Council shall, if possible, meet regularly once each month while school is in regular session; the principal must be in attendance at all meetings. Meetings will follow the format set forth in Roberts' Rules of Order.

Section 2. Special Meetings

Special meetings may be called by the chairperson or by majority vote of the School Site Council.

Section 3. Place of Meetings

The School Site Council shall hold its regular meetings and its special meetings in a facility provided by the school.

Section 4. Notice of Meetings

At the first meeting of the year, a calendar of meetings shall be established, publicized, and placed on the agenda. All required notices shall be delivered to the SSC and committee members no less than 72 hours in advance of the meeting.

Section 5. Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section 6. Meetings Open to Interested Persons

All regular and special meetings of the School Site Council and its standing or special committees shall be open at all times to interested persons within the school district.

Section 7. Parent Survey

The purpose of the School-Based Parent Survey is to solicit parent feedback regarding the strengths and needs within the school's programs so that the Council can identify areas in which to focus. This survey may be distributed at any time throughout the school year. Results will be presented and reviewed at a regularly scheduled School Site Council meeting.

Section 8. Teacher Feedback

In order to align more closely with overall Professional Learning Community (PLC) efforts of the school, teacher feedback may be solicited at any time throughout the school year. This feedback may be gathered in a variety of ways such as: Facilitated Staff meetings, Minimum Day structured feedback opportunities, written and verbal communication or the administration of specific site surveys. Each school site may determine the most valuable method(s) of soliciting teacher feedback for program improvement efforts.

ARTICLE VII: Election Procedures

Section 1. Election for community members shall take place in the spring.

Section 2.

- A. The principal of the school is automatically a member of the School Site Council.
- B. The four teacher representatives shall be elected during a faculty meeting at the beginning of the school year.
- C. A classified employee representative shall be elected at a meeting called for that purpose by the principal at the beginning of the school year.
- D. The four community members shall be elected by ballot distributed through the monthly school communication.
- E. Notification of upcoming elections and of requests of nominations of community members shall be made in a timely fashion prior to the elections.

ARTICLE VIII: Amendments

An amendment of these by-laws may be made at any regular meeting of the SSC by a vote of two-thirds or a quorum of the members. Written notice of the proposed amendment must be submitted to SSC members at least three (3) days prior to the meeting at which the amendment is to be considered for adoption.

Amended: August 29, 2013

Student Name _____(printed)

**Silverado Middle School Student Compact
2026-2027**

Student Pledge

As a Silverado Middle School student, I realize the importance of doing my best every day. I know I am responsible for my own success. As a student I agree to:

- Be in class and on time each day, return all completed classwork and homework on time.
- Support the School Wide Behavior Plan, Positive Recognition Program and classroom rules.
- Ask for help when I need it.
- Regularly talk to my parents and my teachers about my progress in school.
- Limit my TV/computer use and read every day.
- Show respect for myself, school, classmates, staff and family.
- Read the Silverado Student Handbook, review it with my parents and agree to the conditions.
- Use my Silverado electronic calendar or other organization tool regularly as a tool for academic success.
- **Read, understand and agree to follow the conditions in the District Instructional Technology Use Policy.**
- **Have logged onto my Aeries account with my parents to review my information.**

Student Signature _____ Date _____

Parent/Guardian Pledge

I/we understand that my participation in my child's education will help his/her achievement and attitude. As a parent/guardian I agree to:

- Make sure my child gets to school on time everyday and is well rested.
- Check my child's electronic calendar or other organization tool on a daily basis and make sure he/she completes all home and class assignments.
- Support the School Wide Behavior Plan, Positive Recognition Program and classroom rules.
- Know how my child is progressing by attending conferences, accessing Aeries, reviewing school work, talking to the teachers, attending Back to School Night, Open House and being involved in the school.
- Read all communication sent home.
- Provide a quiet place and time for my child to do school work.
- Monitor and limit TV/computer use and encourage my child to read daily.
- Read the Silverado Student Handbook, review it with my child and agree to the conditions.
- **Read, understand and agree to follow the conditions in the District Instructional Technology Use Policy.**
- **Have logged on to my child's Aeries account with them to review their information.**

Parent/Guardian Signature _____ Date _____

Staff Pledge

We understand the importance of a quality education for all students. As a staff member I agree to:

- Provide high-quality curriculum and instruction by teaching the District Grade Level Standards, utilizing effective teaching strategies, and providing interventions in a positive, safe and orderly learning environment.
- Have high expectations and help all students meet standards.
- Communicate with parents including at fall parent-teacher conferences, trimester progress reports and report cards, before and after school parent contact through phone conversations, e-mail or scheduled meetings.
- Communicate homework and class work expectations to all students.
- Maintain a classroom website for students and parents to access for class information.

Advisory Teacher Signature _____ Date _____

Students will not be permitted to participate in extracurricular activities until this page is signed and returned.

Grade Level Assessments

	2022-23		2023-24		2024-25	
Grade 6	Site	District	Site	District	Site	District
EOY Math Assessment	45%	43%	45%	46%	47%	43%
Language Arts: Comprehension Summative (RI 6.1, RL 6.1, RI 6.2, RL 6.2, RI 6.4, RL 6.4, RI 6.5, RL 6.5)	24%	33%	45%	55%	48%	49%
Grade 7	Site	District	Site	District	Site	District
EOY Math Assessment	31%	27%	46%	31%	59%	52%
Language Arts: Comprehension Summative (RL 7.1, RI 7.1, RL 7.2, RI 7.2, RW 7.9)	26%	26%	15%	61%	18%	21%
Grade 8	Site	District	Site	District	Site	District
EOY Math Assessment	43%	42%	41%	31%	48%	43%
Language Arts: Comprehension Summative (RL 8.1, RI 8.2, RI 8.4, RL 8.6)	84%	76%	91%	77%	82%	87%

Summary:

All students in grades 6-8 at Silverado Middle School were administered the End of Year (EOY) Grade Level DCJESD Assessments in the spring of 2025. These scores will be used to compare and analyze at the site and district level over a three year period.

6th Grade:

- 47% of students mastered the EOY Math Assessment; this was an increase of 2% from the previous year and 4% higher than the District average.
- On the EOY ELA Summative, 48% of students met or exceeded the standard.

7th Grade:

- 59% of students mastered the EOY Math Assessment; this was an increase of 13% from the previous year and 7% higher than the District average.
- On the EOY ELA Summative, 18% of students met or exceeded the standard. That is a 3 point increase from the previous year.

8th Grade:

- 48% of students showed mastery on the EOY Math Assessment. This is 5% higher than the District average.

Silverado Middle School District and State Assessments

- On the EOY ELA Summative, 82% of students met or exceeded the standard. That is a 9 point decrease from the previous year.

Smarter Balanced CAASPP Performance Assessments

	2022-23		2023-24		2024-25	
Grade 6	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	52%	41%	43%	41%	46%	41%
<i>ELA % Met Achievement Standard</i>	67%	56%	53%	51%	53%	53%
Grade 7	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	44%	42%	53%	42%	37%	41%
<i>ELA % Met Achievement Standard</i>	66%	61%	68%	57%	59%	59%
Grade 8	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	44%	38%	44%	42%	49%	44%
<i>ELA % Met Achievement Standard</i>	65%	52%	54%	51%	57%	54%

Summary:

All students in grades 6-8 at Silverado Middle School were administered the Smarter Balanced CAASPP Performance Assessments in the spring of 2025. These scores will be used to compare and analyze at the site and district level over a three year period.

6th Grade:

- The students in 6th grade scored higher on the Math CAASPP Assessment 46% than the District average 41%.

7th Grade:

- The students in 7th grade scored lower on the Math CAASPP Assessment 37% than the District average 41%.

8th Grade:

- The students in 8th grade scored 49% on the Math CAASPP Assessment, compared to the district average of 44%, and 8th graders scored 57% on the ELA CAASPP Assessment, compared to the district average of 54%.

- **Parent Survey:** Please note approximately 10% of Silverado Middle School parents completed the survey in the 2025-2026 school year. Parent survey results should be looked at with caution due to the relatively low response rate.
- **Staff Survey:** 72% of certificated and classified staff completed the survey in the 2025-2026 school year.
- **Student Survey:** 89% of Silverado students completed the survey in the 2025-2026 school year.

Student Engagement

	2023-24		2024-25		2025-26	
<i>Students...</i>	Parent	Staff	Parent	Staff	Parent	Staff
cares about my/their school.	89%	60%	90%	75%	90%	84%
I want to do well in school.	92%	70%	95%	87%	97%	88%
comes to class prepared.	89%	43%	95%	56%	96%	59%
likes going to school.	77%	60%	81%	79%	79%	88%

Summary:

Research shows that student engagement plays an essential role in the learning process. Engaged students experience greater satisfaction with school experiences, which benefits their academics, attendance, and overall lowers incidences of acting-out behaviors. In the area of student engagement, the greatest discrepancy between parent and staff perception is students coming to class prepared. Parents have a thirty-seven percent (37%) higher belief that students are prepared for class each day than teachers report. Silverado (SMS) will work to create greater communication in this area to ensure parents know exactly what they can do at home to make sure their children are prepared for class. Students have a greater chance at success when school and home communicate and work together.

Learning Environment

	2023-24		2024-25		2025-26	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
is clean.	90%	98%	94%	93%	97%	100%
maintains its resources well.	81%	90%	89%	90%	93%	91%
has facilities with up-to-date technology.	82%	82%	89%	81%	89%	94%
want(s) students to succeed.	92%	98%	93%	98%	93%	94%
provide(s) a well-rounded curriculum.	84%	96%	84%	92%	90%	94%
offer(s) challenging classes.	75%	81%	80%	85%	81%	88%
focus(es) on students' character.	74%	81%	78%	87%	86%	91%

Summary:

It is imperative for a school's learning environment to be safe, positive, and have a warm climate and inclusive culture. It is also important to teach to the "whole child" and provide learning opportunities that will support and challenge them. A safe, clean and challenging learning environment promotes higher levels of success academically and behaviorally. In the area of student learning environment, ninety-eight percent (94%) of Silverado Middle School (SMS) staff indicated that all teachers want all students to succeed with only ninety-three percent (93%) of parents sharing this sentiment. With our focus in the 30 minute CUB period built into the master schedule for intervention, it is the hope that parents will see our increased efforts for all students to succeed. We will also communicate with our parents so they understand essential standards, Tier III interventions, and know exactly what is being taught during the CUB intervention block.

Expectations

	2023-24		2024-25		2025-26	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
encourage(s) students to participate in extracurricular activities (e.g., clubs, sports teams.	76%	87%	84%	90%	80%	94%
set(s) high expectations for student achievement.	76%	83%	82%	88%	87%	88%
success in college or a career.	62%	72%	74%	81%	78%	77%
encourage(s) a healthy lifestyle.	66%	68%	70%	85%	79%	84%

Summary:

One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement. It is imperative that we, as a district, continue to encourage and provide opportunities which develop high expectations, both in and out of school. Having high expectations for all students at Silverado Middle School is very important because we know from research students perform at higher levels when they are expected to. In the area of expectations, parents and staff have a 1-point discrepancy regarding setting high expectations for student achievement. SMS will do work in grade level PLC teams to discuss setting high standards for all students.

Student Support

	2023-24		2024-25		2025-26	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
I understand what types of academic support are available to students.	73%	94%	76%	90%	78%	97%
Students receive the resources and support they need.	70%	63%	75%	81%	86%	78%
I understand what types of social-emotional support are available to students.	72%	89%	72%	88%	84%	97%

Summary:

Supporting all students, both academically and social-emotionally, is a top priority in our district. We achieve this through our Multi-Tiered Systems of Support (MTSS model). SMS has made a great effort to teach students social and emotional strategies to help them navigate the pressures and demands of middle school. 84% of parents understand the types of social/emotional learning (SEL) supports available. Silverado will communicate our efforts and support more effectively. We want parents to know and understand the different supports that are offered to our students and the procedures we use to identify student needs.

Student Support

	2023-24		2024-25		2025-26	
<i>Teachers and staff at district schools....</i>	Parent	Staff	Parent	Staff	Parent	Staff
use technology to teach.	94%	98%	97%	98%	97%	94%
try to make class interesting.	79%	96%	84%	94%	90%	97%
encourage collaboration among students.	85%	96%	89%	96%	93%	97%
encourage critical thinking.	82%	91%	85%	94%	83%	97%
listen to students.	77%	98%	72%	90%	86%	97%
encourage students on a regular basis.	79%	96%	84%	94%	88%	97%
help my child when he/she doesn't understand something.	78%		76%		85%	
nurture creativity.	78%	87%	80%	92%	87%	88%

Summary:

Educators recognize that students need to be taught a wide range of skills such as communication, collaboration, digital literacy, critical thinking and problem solving skills in order to thrive in today's world. These are known as the "21st-century skills." Students work harder and achieve more when they feel encouraged and receive positive reinforcement. In the area of student support, 88% of our parents feel teachers and staff at district schools encourage students on a regular basis (up 4 points from 24/25). We are going to try to increase student encouragement by recognizing more students throughout the year for academic achievement, hard work and good behavior. We are going to not only recognize students who reach an academic or behavior standard, but we are also looking for ways to recognize and reward students for growth and effort.

Social Climate

	2023-24		2024-25		2025-26	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
school rules are fair.	78%	88%	84%	91%	87%	97%
students from different cultural backgrounds become friends.	83%	82%	84%	89%	93%	88%
students have friends at school.	89%	100%	93%	95%	88%	97%
students respect the teachers and staff.	73%	33%	78%	64%	79%	86%
all staff are treated fairly.	70%	79%	76%	84%	75%	86%
students get along with each other and respect their differences.	57%	44%	61%	69%	69%	76%
students feel safe at school.	80%	87%	75%	84%	68%	91%
students are comfortable talking to school staff.	73%	67%	70%	79%	77%	86%
staff feel safe at school.	77%	78%	74%	83%	68%	91%
bullying is a problem.	51%	63%	48%	35%	51%	40%

Summary:

Social climate is closely tied to classroom climate, school climate, and values. It is shaped by the relationships between teachers and students, as well as among students. A positive social climate is beneficial to effective teaching and learning. A positive school climate where students feel valued, connected and appreciated fosters higher levels of achievement. In the area of school climate, only 87% of Silverado parents feel school rules are fair. We are making a conscious effort to connect with all students, give support to all students who need it, and be consistent with discipline and consequences. We will work in our grade level teams to share ideas and best practices of how to connect with students in a meaningful way.

Stakeholder Engagement - Communication with Parents

	2023-24		2024-25		2025-26	
<i>Please indicate how much you disagree or agree with the following statements.</i>	Parent	Staff	Parent	Staff	Parent	Staff
The school keeps me well informed about events and activities	89%		92%		95%	
Teachers keep me well informed about my child's progress.	71%		73%		73%	

Summary:

Clear communication between the school and families is key to student success. In the area of Stakeholder Engagement - Communication with Parents, 73% of our parents feel teachers keep them well informed about their child's progress. At Silverado Middle School we are going to clearly communicate with parents how to use Aeries to check grades and how to get automatic updates sent directly to them. We will do this by sending out emails with clear directions and clarifying pictures to help parents navigate the websites and get the information they need to be able to check grades and get automatic updates.

Stakeholder Engagement - Communication with Parents

	2023-24		2024-25		2025-26	
<i>Are you able to communicate with teachers/staff when you need?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Yes	87%		90%		92%	
No	6%		4%		2%	
N/A/ I have not needed to communicate with teachers or staff	6%		6%		5%	

Summary:

In the area of Stakeholder Engagement - Communication with Parents, 2% of our parents feel they are not able to communicate with teachers and staff when needed. At SMS we will send out information multiple times per year reminding parents where to find phone numbers, email addresses and basic school information to ensure 100% of our parents are able to communicate with our teachers and staff.

Stakeholder Engagement - Communication with Parents

	2023-24		2024-25		2025-26	
<i>How do you receive most of your information about your child's school?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Electronic communications sent to me from my child's school	91%		81%		83%	
School and/or District Newsletters	44%		47%		67%	
School and/or District website	28%		29%		30%	
Communications from my child's teacher	32%		45%		45%	
Social Media	16%		14%		11%	
Employees of the district	6%		4%		3%	
Other	5%		5%		2%	
None of the above	1%		1%		1%	

Summary:

Recognizing the methods parents prefer their communication will help us reach more families with more information, with the goal of increasing student achievement. In the area of Stakeholder Engagement - Parent Communication, 67% of parents say they receive it from our newsletter. Knowing this, SMS is going to make sure we continue to send out information via newsletters and in a variety of other ways.

Stakeholder Engagement - Communication with Parents

	2023-24		2024-25		2025-26	
<i>How would you prefer your child's school to provide information to you? (Select all that apply)</i>	Parent	Staff	Parent	Staff	Parent	Staff
Emails	91%		86%		91%	
Text messages	42%		52%		51%	
School and/or District Newsletters	35%		29%		40%	
School and/or District website	29%		19%		17%	
Social media	22%		10%		8%	
Mail/letters	6%		8%		6%	
Phone calls	11%		19%		16%	
School or district meetings	5%		4%		0%	
Other	1%		2%		2%	

Summary:

In the area of Stakeholder Engagement - Parent Communication, 91% of our parents say they prefer to receive most of the school information through email. Knowing this Silverado Middle School is going to send out more emails to share important information. These emails will be short and concise containing only one or two pieces of information. SMS will also begin looking for apps/programs to use to get more information to parents via text messages.

Parent Involvement

	2023-24		2024-25		2025-26	
<i>District schools...</i>	Parent	Staff	Parent	Staff	Parent	Staff
effectively communicate(s) with parents regarding their child's progress.	83%	94%	78%	88%	78%	91%
encourage(s) parental involvement.	76%	83%	80%	83%	75%	75%
encourage(s) involvement from community members and organizations.		50%		66%		55%
has/have parents who are highly involved.	76%	41%	76%	63%	78%	66%

Summary:

In the area of Parent Involvement, seventy-eight percent (78%) of parents feel district schools effectively communicate with parents regarding their child's progress. At Silverado we are going to regularly remind and encourage parents to check Aeries, and we will send out clear instructions on how to use Aeries. We are also going to send out printed hard copies of progress reports and report cards to all families.

Parental Involvement

	2023-24		2024-25		2025-26	
<i>Which parent or community activity(ies) have you participated in this year?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Back to school night or open house	75%		78%		82%	
School or class event, such as a play, sports event, or award assemblies	57%		49%		57%	
Parent-teacher conference with child's teacher	30%		36%		34%	
Volunteering at my child's school	25%		22%		22%	
Family/Parent Events	17%		9%		6%	
Parent Teacher Association	21%		16%		19%	
School committee or council such as Site Council or ELAC	5%		3%		2%	
District committee or council such as LCAP, DELAC, Title I or Health	1%		3%		1%	
Other	5%		5%		4%	
None of the above	6%		9%		9%	

Summary:

Back to School Night is the largest parent night at SMS, with 82% of parents reporting that they attend. Parent conference attendance has 34% of parents sharing that they have attended a conference for their child compared to 36% in the year prior. Our Parent Teacher Association (PTA) involves 19% of our parents, but the actual committee is less than that. The administration will focus on building connections with parents and the community to increase membership and parent participation in this committee.

Parental Involvement

	2023-24		2024-25		2025-26	
<i>What would help parents become more involved in Dry Creek?</i>	Parent	Staff	Parent	Staff	Parent	Staff
More information on how to support students at home	31%		33%		30%	
More information on involvement opportunities	41%		25%		39%	
More communication between school and parents	15%		18%		27%	
More participation opportunities at the school level	35%		24%		32%	
More events offered in the evening	30%		31%		22%	
More participation opportunities at the district level	5%		7%		9%	
More convenient locations for participation	1%		5%		6%	
More communication in our family's primary language	5%		5%		2%	
More events offered in the morning	9%		6%		2%	
Other	9%		6%		5%	
None of the above	15%		26%		22%	
Virtual Event (Ex. Zoom)	17%		19%		24%	

Summary:

Parental involvement and support is crucial to get higher levels of student achievement. In the area of Parental Involvement, 30% of parents want more information on how they can help their child at home. Silverado is going to offer a variety of Parent Education Nights in order to give families more useful information. We will continue improving our communication with families so more parents have the information and will attend the Parent Education Nights. We will also work with parent groups (PTA, SSC, ELAC) to get more ideas of what our families need

Parental Involvement

	2023-2024		2024-2025		2025-2026	
<i>I feel that the school and/or district value(s) my participation or input in engagement opportunities.</i>	Parent	Staff	Parent	Staff	Parent	Staff
Agree/Strongly Agree	77%		71%		76%	

Summary:

Parental involvement and support is crucial to get higher levels of student achievement. In the area of Parental Involvement, 76% of parents Agree or Strongly Agree that the school and/or district value their participation or input in engagement opportunities.

Self-Awareness

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I feel positive about my future.	82%	93%	94%
I know my strengths		94%	95%
I can do most things if I try.	83%	94%	94%
I am happy with who I am.	70%	89%	89%
I can explain my feelings to others.	41%	57%	63%
I know when I am feeling overwhelmed.	78%	92%	92%

Summary:

Self-Awareness is imperative to a child's academic success, and social and emotional growth. This vital thinking skill promotes a child's ability to judge their own behavior and performance, as well as their ability to appropriately respond to diverse social situations. 94% of Silverado students feel they can do most things if they try. We will build on that positive mindset by continuing to encourage effort and persistence.

Growth Mindset

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I can usually solve my problems.	75%	92%	93%
I keep trying, even when things are hard.	69%	89%	90%
I can make the best out of a bad situation.	51%	74%	76%
I am a hard worker.	77%	92%	92%
I can learn from my mistakes.	83%	94%	95%
I feel confident in my ability to learn new things.	78%	89%	90%

Summary:

With a growth mindset, students are able to take on various challenges, and more importantly, learn from them. This increases both their abilities and achievement. When students truly understand that they have the ability to get smarter, they apply an increasing amount of effort. 95% of students believe they can learn from their mistakes. As a school, we focus on the importance of having a Growth Mindset, and we strive to teach our students the skills required to cultivate this mindset.

Self- Management

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I keep my promises.	85%	95%	96%
I know right from wrong.	86%	97%	98%
I follow the rules.	78%	94%	96%
I finish whatever I begin.	53%	75%	77%
I know how to identify my feelings		83%	86%

Summary:

Self-management plans are utilized to prepare students to independently complete tasks. These plans also teach them to take an active role in both monitoring and strengthening their own behavior. 86% of students report they know how to identify their feelings. We will explicitly teach all students coping skills from the Toolbox curriculum. All staff will use common vocabulary to support these new coping skills. Self-management is a skill that plays a very important role as children become adults.

Responsible Decision-Making

	2023-24	2024-25	2025-26
<i>Within the past two weeks, how often have you...</i>	Student	Student	Student
I wait patiently in line.	74%	84%	92%
I wait for my turn to talk in class.	79%	90%	94%
I think about what may happen before making a decision.	61%	74%	79%
I pay attention in class.	72%	89%	93%
I tell the truth even when it is hard.	62%	81%	79%
I can calm myself down when I am upset.	53%	77%	80%

Summary:

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has defined the term “responsible decision making” as “the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.” 93% of students stated they have paid attention in class in the past two weeks. Our school will continue to show students the importance of education and the need to focus, pay attention and work hard in class.

Social Awareness

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I accept others for who they are, even if they are different than me.	85%	95%	98%
I treat people with respect.	93%	98%	99%
If someone is sad, I try to help them.	78%	93%	95%
I can tell when someone is upset.	81%	93%	95%
I am happy for my friends when they do well in school.	91%	98%	99%

Summary:

Social awareness is described as the ability to take on the perspective of and empathize with others from diverse backgrounds, and to understand the social and ethical norms for behavior, and finally, to recognize family, school, and community resources which are available. 99% of Silverado students feel it is important to treat people with respect. Our school will continue to support all students to treat others with respect by using The Silverado Way (Be Safe, Be responsible, Be respectful) and publicly recognizing students who are following those rules.

Relationship Skills

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I can talk easily with other kids in my grade.	69%	84%	85%
I feel comfortable working in a team with other students.	65%	80%	84%
I have friends at school.	95%	98%	99%
I feel like my classmates include me.		85%	87%

Summary:

Relationship skills are a significant part of students' development. When good relationship skills are present, there is a greater rate of self-esteem, and student buy-in increases, which creates a more cohesive class. It is apparent in the classroom that actual instructional time increases as time spent repeating directions again decreases. 99% of students say they have friends at school. 84% of students feel comfortable working in a team with others. Our staff will continue giving students opportunities to work with teams with the hope more students begin to feel comfortable.

Civic Mindset

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I am knowledgeable about what is happening in the world.	76%	91%	94%
I care about my community.	81%	95%	97%
I believe that I can make a difference in my community.	47%	68%	75%

Summary:

With a civic-mindset, a person is interested in and cares about what is going on in his/her community. One example of this would be a person who runs for a position on their local school board. It is great to see 97% of Silverado students care about their community. That is up 2% from the previous year.

Social Support

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
Adults at school listen when I have something to say.	56%	81%	89%
Adults at school care about me.	61%	87%	93%
I feel like I belong at school.	55%	79%	86%
I have at least one adult at school that I trust.	76%	88%	89%
My teachers believe that I will be successful.	65%	88%	93%
Adults at school support me when I need help	67%	91%	94%

Summary:

Social support is described as having a network of friends and family who a person can turn to in times of need. Social support enhances quality of life and provides a more positive self-image. 86% of students feel like they belong at school. The Silverado staff will continue working to get all students connected to the school and to at least one adult on campus. Staff will greet every student at the door everyday and will utilize classroom strategies to get students connected.

Emotional Well-being

	2023-24	2024-25	2025-26
<i>Within the past two weeks, how many times have you....</i>	Student **Number of students reporting 0 times	Student **Scale shortened: Often, Sometimes, Never % is equal to sometimes and never added together	Student **Scale shortened: Often, Sometimes, Never % is equal to sometimes and never added together
I worry about schoolwork.	16%	56%	55%
I have trouble falling asleep.	25%	69%	71%
I feel like not talking to anyone.	30%	78%	80%
I feel sad.	17%	84%	84%
I feel worried.	26%	76%	78%
I could not focus in school.	23%	80%	83%
I feel lonely.	40%	84%	86%

Summary:

Emotional health and well-being is an important part of overall health. People who are emotionally healthy are shown to have better control of their own thoughts, feelings, and behaviors. In addition, they typically have healthy and positive relationships. Over the past two weeks, 78% of students reported not feeling worried. Silverado staff will use the six PowerTools to help all students process and cope with feelings of anxiety.

Frequency of Bullying

	2023-24	2024-25	2025-26
<i>Since the start of the school year, how often have you experienced the following:</i>	Student **Number of students reporting NEVER experiencing bullying	Student **Number of students reporting NEVER experiencing bullying	Student **Number of students reporting NEVER experiencing bullying
I have been physically bullied by students at school.	79%	80%	81%
I have been verbally bullied by students at school.	52%	53%	52%
I have been electronically bullied by students (e.g., text messages, email, social media).	82%	83%	83%

Summary:

Bullying is an unacceptable behavior. It is critical for schools to have clear and comprehensive prevention practices, as well as policies in place to address bullying and all forms of harassment. An emphasis must be placed on prevention, timely and consistent intervention, social-emotional support (for both victims and bullies), and clear, appropriate discipline. Educators, school psychologists, students, and their families must work together to ensure that students feel safe while at school, as well as on the way to and from school. The data above provides a baseline of the various kinds of bullying our students may have experienced during the school year. 81% of students report never being physically bullied at school. Silverado staff will continue to work with all students involved in bullying and will seek to repair damaged relationships.

Location of Bullying

	2023-24	2024-25	2025-26
<i>Where in school have you been bullied?</i>	Student	Student	Student
During recess or outside time.	49%	52%	52%
In a classroom.	44%	48%	43%
At the cafeteria.	25%	27%	27%
In hallways.	26%	29%	27%
In the locker room.	21%	20%	21%
In the bathroom.	9%	10%	8%
Online	24%	25%	26%
Other	21%	18%	16%

Summary:

Research shows that the highest occurrences of bullying appear to be in places where there is a combination of a high number of children and a lower rate of adult supervision. These locations often have less structure. Examples of this would be: the lunchroom, blacktop area and restrooms. The data above shows locations where potential bullying may have occurred. Silverado students report that 52% of bullying is happening during outside time. We will encourage our students to report all bullying to an adult or the online reporting system, STOPit.

School Environment

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I am proud to be part of my school.	54%	84%	91%
School activities are fun.	49%	76%	81%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	36%	65%	68%
My school is a safe place.	50%	81%	88%
My school has a positive environment		71%	80%

Summary:

A positive school environment has many benefits. Studies have shown that it reduces stress in both teachers and students, which boosts a more positive mindset. It has a positive effect on student attendance and achievement, and teacher retention as well. Within the school environment, the classroom environment also greatly affects student learning. This specific environment provides opportunities for students to build social skills, as well as clear learning goals, feedback, and many strategies for success. The staff is committed to creating an encouraging and stimulating learning environment for all students. These numbers will serve as a baseline for improvement and growth in this area, to achieve positive opportunities for our students. 91% of students say they are proud to be part of their school. We will continue to recognize students in a variety of positive ways in the hopes of them feeling proud of themselves for a job well done.