



Valley View Charter Montessori

1665 Blackstone Parkway • El Dorado Hills, CA 95762 • 5306723890 • Grades K-7

Paul Stewart, Principal

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<https://www.buckeyeusd.org/vvcm>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Buckeye Union Elementary School District

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District Governing Board

Brenda Hansen-Smith
Winston Pingrey
Kirk Seal
Gloria Silva
Jon Yoffie

District Administration

David Roth, Ph. D.
Superintendent
David Roth, Ph.D.
Superintendent
Patty Randolph
**Director of Curriculum and
Instruction**
Nicole Schraeder
Director of Student Services

School Description

Principal's Message

Valley View Charter Montessori is a transitional kindergarten through seventh grade elementary school located in El Dorado Hills, 18 miles east of Sacramento in the Sierra foothills. Our beautiful campus creates a positive learning environment for children with its buildings situated among open green spaces and many stately oak trees. Built to completion in 2013, Valley View Charter Montessori opened its doors to student in 2017-18. In 2017-18, Valley View had an enrollment of 520+ students and had a waiting list in most grade levels. This current year, 2018-19 we have added seventh grade and have 630+ students with 14 new staff members.

"The Buckeye Union School District values, encourages, and provides opportunities for the involvement of staff, parents, and the community in school and District decision-making activities." As such, the District moved forward in preparing the Montessori Charter petition to respond to identified, expressed needs from parents and students within the District. The program began in the 2004-2005 school year by serving Kindergarten students on the Blue Oak Campus. Grade levels were added the following 10 years and in 2017 the school moved to Valley View. Now, we currently serve students through 6th grade. Next year (2019-20) we will add 8th. The Charter Montessori School follows the instructional methodologies, standards, and educational direction established within the Buckeye Union elementary District respecting the Montessori philosophy and utilizing Montessori materials and learning strategies. In addition, the Charter Montessori School/Program, in utilizing the Montessori methodology, will incorporate core sections in Practical Life, Sensorial Materials, Language, Mathematics and Cultural Subjects. Valley View Charter Montessori also hosts a Montessori pre-school operated by the El Dorado Country Office of Education

Inclusion of all students is a high priority for us. Special Education students are mainstreamed to receive a balanced curriculum in the least restrictive environment. Both staff and parents pay close attention to subtle changes in our students that may indicate a need for additional support and assistance. Our community is generous and caring in an atmosphere where cooperation and respect is highly valued. We have taken specific action to implement the Common Core State Standards along with the Learning Center model for our SPED. All of our grade level through the development of a comprehensive standards based report card that holds both students and teachers accountable for specific academic achievements.

At Valley View Charter Montessori we have high expectations for student achievement. We are committed to providing students with a solid academic background in a safe and supportive environment. We challenge students with academic curriculum that requires them to apply skills and knowledge to meet district standards. Our intent is to build an academic foundation that will allow students to be successful in middle school, high school, and beyond.

The newly renovated and updated campus added a new Band Room, Middle School Girls and Boys Locker Rooms, 3 additional classrooms that are used for Middle School. We added a fully functional STEAM Lab that is next to our library. Our library has one of the finest literature collections in El Dorado County. Students in all classes meet with the library assistant weekly to choose age-appropriate books and hear quality literature read out-loud. Along with 3rd-5th grade 1:1 Chromebooks, Kindergarten through 2nd grade has 14 Chromebooks and at least two iPads in each room. This year, our PTO helped our school district in purchasing Chromebooks for more classrooms to continue piloting and utilizing this new technology. Teachers are provided monthly training to use the technology in their rooms with the most effective and best practices.

The staff of Valley View Charter Montessori strives to work together in a collaborative manner to provide an education that will nurture and build the academic strengths of each child. Our dedicated and innovative teaching staff shares in leadership responsibilities, knowing that solid, research-based planning is the key to a quality academic program. The staff continues to work to develop a program that is aligned with the state content and Common Core standards in all subject areas. Included in the program is a comprehensive assessment and accountability component. The results of all assessments are used to identify areas of need and to refine instruction. We have implemented reading intervention programs during the school day to support under performing students, extra support for our English learners, and a targeted, needs-based math and reading intervention for students in grades first through fifth, along with differentiated instruction within the classroom. Valley View Charter Montessori is fortunate to have a Literacy, Math and EL Certificated Teacher to assist students and teachers in their areas of need. Lastly, our Montessori Mentors offer cross-age tutors from upper grade to help us strive toward our vision, "Valley View Charter Montessori is a community of learners where children can reach their full potential and contribute positively to society."

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	98
Grade 1	72
Grade 2	81
Grade 3	85
Grade 4	57
Grade 5	79
Grade 6	49
Total Enrollment	521

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	1.0
Asian	5.0
Filipino	2.5
Hispanic or Latino	13.4
Native Hawaiian or Pacific Islander	0.2
White	71.4
Socioeconomically Disadvantaged	15.9
English Learners	2.3
Students with Disabilities	11.9
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Valley View Charter Montessori	16-17	17-18	18-19
With Full Credential	11	21	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Buckeye Union Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	219
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Valley View Charter Montessori	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Buckeye Union School District held a public hearing in September 2018 and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are provided their own individual standards-aligned textbooks or instructional materials, or both, in core subjects as well as foreign language for use in the classroom and to take home. All recommended materials are available for parent examination at the District office prior to adoption. The table displays the most recent information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Leveled Texts Adopted in 2015 Fountas and Pinnell Benchmark Assessment System Adopted in 2015 SIPPS (Systematic Instruction in Phonics, Phonological Awareness, and Sight Words) Adopted in 2015 (K-3) Reading Fundamentals – Schoolwide, Inc., Adopted in 2016 Close Reading Portfolios; SNAP! Learning, Adopted in 2016 Fountas and Pinnell Leveled Literacy Intervention, Adopted in 2015 Being A Writer (K-5) Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Math In Focus (K) and Envision Math (1st-5th), Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Amplify Science, Adopted in 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections; Harcourt School Publishers (K-3) Adopted in 2007 History-Social Science for California; Scott Foresman (4th-5th) Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Buckeye Union School District is proud of the facilities that are provided for students and families. Each year parent surveys indicate that they are pleased with the condition of the schools.

Valley View Charter Montessori is comprised of 33 classrooms, one multipurpose room, one administration building, one library, one STEAM Lab, and two playgrounds. Additional classrooms were added the Spring and Summer to accommodate additional standard classrooms, science, band and locker rooms.

Cleaning Process

The principal works daily with the custodial staff to ensure that the school is cleaned and maintained to provide for a clean and safe learning environment. Cleaning is per the BUSD Governing Board adopted cleaning standards for all schools in the district. A summary of these standards is available at the District Office for review.

Maintenance and Repair

District maintenance staff ensures that the maintenance and repairs necessary to keep the school in good repair are completed in a timely manner.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 01/22/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Striping in the MP room needs to be touched up.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	3 drinking fountains need to be adjusted, 1 hand dryer isn't working.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	1 door needs weather strip replaced and the door closure adjusted.
Overall Rating	Exemplary	The school is maintained in good repair with a few non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	59.0	68.0	69.0	67.0	48.0	50.0
Math	57.0	58.0	63.0	60.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.4	20.8	40.3

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	268	258	96.27	68.22
Male	144	137	95.14	64.23
Female	124	121	97.58	72.73
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100.00	81.82
Hispanic or Latino	40	38	95.00	52.63
White	184	176	95.65	70.45
Two or More Races	18	18	100.00	72.22
Socioeconomically Disadvantaged	51	46	90.20	56.52
English Learners	--	--	--	--
Students with Disabilities	51	47	92.16	25.53

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	259	96.28	57.92
Male	145	138	95.17	55.07
Female	124	121	97.58	61.16
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100	81.82
Hispanic or Latino	40	38	95	42.11
White	185	177	95.68	59.32
Two or More Races	18	18	100	66.67
Socioeconomically Disadvantaged	51	46	90.2	39.13
English Learners	--	--	--	--
Students with Disabilities	52	48	92.31	20.83

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Valley View Charter Montessori realizes the positive correlation between parent involvement and successful students. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of our students. The school greatly benefits from its supportive parents who participate in the following ways: The Valley View Garden of Learning Parent Committee, STEAM Parent Club, MAC (Montessori Advisory Committee) MPG (Montessori Parent Group), Parent Teacher Organization (PTO), Yearbook Committee, Master Plan Committee, Steering Committee, Montessori Charter LCAP, Safety Committee and Budget Committee.

The school benefits from several community partnerships, including Intel Corporation’s PC Pals and volunteers; Great Day of Service and the Eagle Scouts who also complete various upgrade maintenance projects around campus. The school relies on partnerships with the El Dorado Hills Fire Department, Placerville CHP. El Dorado Hills Rotary Club and the El Dorado County Sheriff’s Department.

Contact Information

For further information on Charter Montessori, please contact the principal, Paul Stewart pstewart@buckeyeusd.org

State Priority: School Climate

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

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

School Safety Plan

The school provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and disaster drills are held regularly throughout the school. The School Site Safety Plan was last reviewed and updated in October 2018 by the School Safety Committee and The School Site Council. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Valley View Charter Montessori participates in the October Annual Safety Day on 10-18-18, the Annual Great Shake Out earthquake drill, and various fire drills. Students are supervised before and after school by certificated staff and yard duties supervise students during lunch and recess. There is a designated area for student drop off and pick up in front of the school. Visitors must sign-in and wear a badge on campus, and all volunteers must be fingerprinted.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.3	1.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.8	1.6	1.6
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	27	25				2	2	4			
1	23	26	24				2	2	3			
2	27	24	27				1	2	3			
3	25	21	28				3	2	3			
4	30	31	29				1	1	2			
5	30	32	16			4	2	2	1			
6			12			4						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers three staff development days annually, where staff members are offered growth opportunities in curriculum, teaching strategies, and methodologies.

The 2018-2019 staff development focus included: Science State Standards and our new adoption called Amplify, differentiated Instruction to meet the needs of a variety of learners in the classroom, Montessori Methods in the classroom, use of technology in the classroom, and review of data related to state and District level assessments.

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Beginning Teacher Support Association (BTSA).

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,986	\$48,064
Mid-Range Teacher Salary	\$67,949	\$75,417
Highest Teacher Salary	\$91,066	\$94,006
Average Principal Salary (ES)	\$116,908	\$119,037
Average Principal Salary (MS)	\$121,019	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$159,809	\$183,692
Percent of District Budget		
Teacher Salaries	39.0	36.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- Special Education
- Title I
- Title II
- Title III
- Home to School Transportation
- Lottery

DataQuest

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

Internet Access

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,207	\$1,965	\$7,242	\$72,821
District	◆	◆	\$7,114	\$72,821
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			1.8	0.0
Percent Difference: School Site/ State			1.6	-4.3

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.