Valley View Charter Montessori

1665 Blackstone Parkway • El Dorado Hills, CA 95762 • 5306723890 • Grades K-5
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Charter Montessori Valley View Campus (Formerly Blue Oak Campus)

1665 Blackstone Parkway
El Dorado Hills, CA 95762
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www.buckeyeusd.org

District Governing Board

Winston Pingrey

Brenda Hanson-Smith

Royce Gough

Kirk Seal

Gloria Silva

District Administration

David Roth, Ph. D.
Superintendent

Jackie McHaney
Assistant Superintendent of Administrative Services

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 sixth 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.

"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 (2018) we will add 7th and in 2019, 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 4 C's (Creativity, Communication, Critical Thinking and Collaboration) for each grade level through the development of a comprehensive standards based report card that holds both students and teachers accountable for specific academic achievements.
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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 and 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 underperforming 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. Also, we have a Foothill Indian Education tutors and 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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	53
Grade 1	51
Grade 2	47
Grade 3	42
Grade 4	53
Grade 5	41
Total Enrollment	287

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	2.1
Filipino	1.7
Hispanic or Latino	13.9
Native Hawaiian or Pacific Islander	0.3
White	77.7
Two or More Races	3.8
Socioeconomically Disadvantaged	18.1
English Learners	2.1
Students with Disabilities	11.1
Foster Youth	0.7

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	15-16	16-17	17-18
With Full Credential	11	11	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Charter Montessori Valley View Campus	15-16	16-17	17-18
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Valley View Charter Montessori	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Buckeye Union School District held a public hearing in the fall of 2017, 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. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at 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:	
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	Pearson Scott Foresman (K-3), Adopted in 2008 **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 27 classrooms, one multipurpose room, one library, one computer lab, and two playgrounds. Additional classrooms will be added prior to the 18/19 school year to accommodate additional standard classrooms, science, band and locker rooms.

Cleaning Process

The principal works daily with the custodial staff of three (one full-time head custodian, .5 groundskeeper, .5 custodian, 1 night custodian) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District governing board has 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 repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs.

Deferred Maintenance Budget

During the recent economic crisis the State suspended their matching grant obligation to District's participating in the deferred maintenance program. District's were no longer required to match local funds with the grant, and District's were no longer required to spend the grant on deferred maintenance projects. While the district is no longer matching the grant amount, the BUSD Board of Trustee's acted to keep whatever grant proceeds received dedicated to the deferred maintenance projects in the district. While the budget has been reduced by 50% the district is still operating the program to maintain its facilities.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/15/17				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Striping in the MP room needs to be touched up.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	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.
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

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**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	72	77	84	85	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students					
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)				
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	58	59	66	69	48	48
Math	57	57	61	63	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	17.5	27.5	47.5

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	49	48	98.0	77.1
Male	23	23	100.0	91.3
Female	26	25	96.2	64.0
White	39	38	97.4	73.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	132	129	97.73	58.91
Male	74	72	97.3	61.11
Female	58	57	98.28	56.14
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20	20	100	45
White	102	99	97.06	61.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100	37.5
English Learners	--	--	--	--
Students with Disabilities	21	21	100	28.57

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 2016-17 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	132	130	98.48	56.92
Male	74	73	98.65	63.01
Female	58	57	98.28	49.12
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20	20	100	35
White	102	100	98.04	60
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100	29.17
English Learners	--	--	--	--
Students with Disabilities	21	21	100	28.57

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
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, MAC (Montessori Advisory Committee) MPG (Montessori Parent Group), Parent Teacher Organization (PTO), Yearbook Committee, Master Plan Committee, Steering Committee, Montessori Charter LCAP, Traffic 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, 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 2017 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, 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	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.1	1.3	1.3
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.2	1.8	1.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100

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	0.5
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
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+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	23	23	23				2	2	2			
1	23	23	23				2	2	2			
2	25	25	27				2	2	1			
3	23	23	25				2	2	3			
4	31	31	30				1	1	1			
5	20	20	30	1	1		2	2	2			

*   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 2017-2018 staff development focus included: Common Core State Standards in mathematics and English language arts, differentiated Instruction to meet the needs of a variety of learners 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 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$44,321	$47,034
Mid-Range Teacher Salary	$66,945	$73,126
Highest Teacher Salary	$89,720	$91,838
Average Principal Salary (ES)	$112,285	$116,119
Average Principal Salary (MS)	$119,207	$119,610
Average Principal Salary (HS)		$115,194
Superintendent Salary	$158,227	$178,388
Percent of District Budget		
Teacher Salaries	40%	37%
Administrative Salaries	6%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,285	$1,189	$7,096	$70,981
District	♦	♦	$7,232	$70,981
State	♦	♦	$6,574	$74,194
Percent Difference: School Site/District			-1.9	0.0
Percent Difference: School Site/ State			7.9	-4.3

* Cells with ♦ do not require data.

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 http://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.