



# Silva Valley Elementary School

3001 Golden Eagle Lane • El Dorado Hills, CA 95762 • (916) 933-3767 • Grades K-5

Kathy Holliman, Principal

[kholliman@buckeyeusd.org](mailto:kholliman@buckeyeusd.org)

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

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



### **Buckeye Union Elementary School District**

5049 Robert J Mathews Parkway  
El Dorado Hills, CA 95762  
(530) 677-2261  
[www.buckeyeusd.org](http://www.buckeyeusd.org)

### **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

Silva Valley Elementary School is a true community school. Our dedicated staff, well-rounded students, and supportive parents personify our mission which is "to provide a safe, nurturing and challenging educational environment in which students are eager learners, realize their full potential, exhibit positive self-esteem, and are successful, productive citizens now and in the future." It is our belief that students, staff, and the community are proud to be a part of the Silva Valley School team where diversity is celebrated and students learn together in a well supported, cohesive environment. At Silva Valley, it is also our belief that our commitment to develop the whole child through positive administrative leadership, Core Values, PBIS (Positive Behavioral and Supports System), family support, and community involvement, could not be met without a strong personal relationship with the community that has grown up around us. We are proud to be a 2014 California Distinguished School.

#### School Profile

Silva Valley Elementary is one of six elementary schools, including a TK - 7 Charter Montessori school, and two middle schools in the Buckeye Union School District. The district was established in 1858 and currently serves the communities of Shingle Springs, Cameron Park and El Dorado Hills in El Dorado County.

During the 2018-19 school year, 522 Transitional Kindergarten through fifth grade students were enrolled at the school, with classes arranged on a traditional schedule.

## 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	82
Grade 1	78
Grade 2	89
Grade 3	52
Grade 4	102
Grade 5	100
<b>Total Enrollment</b>	<b>503</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.0
Asian	5.6
Filipino	0.6
Hispanic or Latino	13.9
Native Hawaiian or Pacific Islander	0.0
White	70.6
Socioeconomically Disadvantaged	8.2
English Learners	2.6
Students with Disabilities	8.7
Foster Youth	0.0

## 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			
Silva Valley Elementary School	16-17	17-18	18-19
With Full Credential	24	23	23
Without Full Credential	0	0	1
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			
Silva Valley Elementary School	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.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: September 2018</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Math In Focus (K) and Envision Math (1st-5th), Adopted in 2014 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Amplify Science, Adopted in 2018 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Reflections; Harcourt School Publishers (K-3) Adopted in 2007 History-Social Science for California; Scott Foresman (4th-5th) Adopted in 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> 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.

Silva Valley Elementary was originally constructed in 1992 and is comprised of 29 classrooms, one administrative building, one gym, one multipurpose room, one library, one staff lounge, one computer lab, and two playgrounds. In past years, Measure K paid for the expansion of the library and computer system, installation of a new intercom system, addition of 12 library computers, and campus re-keying. In 2016, Silva Valley had new HVAC systems installed along with new roofing on several buildings. In 2018, the district-wide telephone/internet system was updated. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation.

#### 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: 06/11/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Stained ceiling tiles, 1 broken ceiling tile, some VCT flooring issues, some wall covering repairs needed..
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Replacement of 4 light bulbs over the entire site, 3 light fixtures need to be replaced.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	3 faucet needs to be adjusted, 1 cap missing on drinking fountain, 2 handles are becoming rough to the touch
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

**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
<b>ELA</b>	76.0	75.0	69.0	67.0	48.0	50.0
<b>Math</b>	74.0	77.0	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	6.8	15.5	70.9

\* 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	264	262	99.24	75.19
Male	133	132	99.25	70.45
Female	131	130	99.24	80.00
Black or African American	--	--	--	--
Asian	17	16	94.12	68.75
Filipino	--	--	--	--
Hispanic or Latino	38	37	97.37	72.97
White	173	173	100.00	78.03
Two or More Races	28	28	100.00	64.29
Socioeconomically Disadvantaged	23	23	100.00	47.83
English Learners	14	13	92.86	61.54
Students with Disabilities	21	20	95.24	20.00
Foster Youth	--	--	--	--

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	264	263	99.62	77.19
Male	133	132	99.25	79.55
Female	131	131	100	74.81
Black or African American	--	--	--	--
Asian	17	17	100	58.82
Filipino	--	--	--	--
Hispanic or Latino	38	37	97.37	75.68
White	173	173	100	80.92
Two or More Races	28	28	100	71.43
Socioeconomically Disadvantaged	23	23	100	65.22
English Learners	14	14	100	57.14
Students with Disabilities	21	20	95.24	25
Foster Youth	--	--	--	--

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)

Silva Valley Elementary understands the positive correlation between parent involvement and student success. 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 are active in the Parent Teacher Association (PTA), and make up the 40+ volunteers in the School Garden and the "Meet the Masters" art program. We are appreciative of the support our parents give to the school by volunteering in student classrooms, daily. Silva Valley also partners with the Sierra Foothills Assistance League to bring literacy support to students. Volunteers read with students focusing on reading comprehension throughout the school year in our "Books and Beyond" program.

#### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Silva Valley Elementary at (916) 933-3767. For more information on the Buckeye School District, contact the Superintendent, Dr. David Roth, or the Assistant Superintendent, Jackie McHaney, at (530) 677-2261 or (916) 985-2183.

#### 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 in November 2018 by the School Site Council. The plan addresses school-wide emergency procedures (earthquake drills, fire drills, lockdown drills), School-Wide Positive Discipline Program (PBIS), Core Values, visitor policy, traffic policy, and ongoing communication with law enforcement to support student/staff safety.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.4	0.5	0.6
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	
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	0.4
Social Worker	
Nurse	0.2
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	27	27	21			2	4	4	2			
1	27	26	23				2	3	3			
2	27	26	25				3	2	4			
3	20	24	26	1			4	4	2			
4	27	32	27				4	3	3			
5	28	23	24		1	1	4	4	4			
Other	2	5		1	1							

\* 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: NGSS (Next Generation Science Standards), CA 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, PBIS (Positive Behavioral and Instructional Supports) training and review of data related to state and District level assessments.

The 2018-2019 staff development has focused on the adoption of Amplify Science which is NGSS aligned, collaboration around grade level CA Content Standards, Structured Writing Development for grades TK - 2, and School Safety.

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/](http://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	\$9,060	\$1,766	\$7,294	\$72,821
District	◆	◆	\$7,114	\$72,821
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			2.5	0.0
Percent Difference: School Site/ State			2.3	-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.