Silverwood Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Silverwood Elementary School
Street	1649 Claycord Avenue
City, State, Zip	Concord, CA 94521
Phone Number	(925) 687-1150
Principal	Julie Johnson, Principal
Email Address	johnsonjl@mdusd.org
Website	http://silverwood.mdusd.org/
County-District-School (CDS) Code	07-61754-6004303

Entity	Contact Information
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Robert Martinez
Email Address	martinezr@mdusd.org
Website	www.mdusd.org

School Description and Mission Statement (School Year 2019-20)

The vision at Silverwood Elementary School is to prepare and motivate our students for a rapidly changing world by instilling in them crital thinking skills, a global perspective, and a respect for core values of honesty, inclusivity, perseverance and compassion.

Silverwood's goals are as follows:

To ensure that students develop grade level skills in reading, writing, listening, speaking, and mathematics.

To help students develop the ability to think critically and logically.

To provide a safe, equitable and inclusive learning environment.

To foster an environment that promotes kindness, helpfulness and generosity to others.

To develop a sense of student self worth and confidence to successfully achieve individual potential.

To develop responsible behavior that will enable students to become contributing, cooperative, tolerant, and respectful citizens.

To help students learn to appreciate and respect individual differences.

To promote a close working relationship between teachers, parents, and students.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	111
Grade 1	80
Grade 2	91
Grade 3	83
Grade 4	62
Grade 5	78
Total Enrollment	505

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.2
Asian	8.3
Filipino	6.3
Hispanic or Latino	34.5
White	24.6
Two or More Races	9.3
Socioeconomically Disadvantaged	43.6
English Learners	20
Students with Disabilities	13.7
Foster Youth	0.6
Homeless	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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	28	28	1599
Without Full Credential	0	0	0	69
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 2019-20)

Year and month in which data were collected: August 2019

The Board recently adopted Engage NY math materials. Silverwood uses all Board adopted curriculum. Silverwood also uses EiE as a supplemental science curriculum.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017	Yes	0
Mathematics	Houghton Mifflin: Houghton Mifflin California Math - Adopted 2009	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0
Visual and Performing Arts	Scott Foresman: Silver Burdett Making Music - Adopted 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
   • Determination of repair status for systems listed
   • Description of any needed maintenance to ensure good repair
   • The year and month in which the data were collected
   • The overall rating

Year and month of the most recent FIT report: 01/08/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	A3 REPLACE PAPER TOWEL DISPENSER (LOW LEVEL CUSTODIAL TASK); A3 REPLACE PAPER TOWEL DISPENSER (LOW LEVEL CUSTODIAL TASK); A POD RESET CEILING TILE & REPLACE BORAX DISPENSER (LOW LEVEL CUSTODIAL TASK); C4 REPLACE PAPER TOWEL DISPENSER, C4/POD VACUUM RUGS DAILY (CUSTODIAL TASK); P4 REPLACE PAPER TOWEL DISPENSER, INSTALL FOAM SOAP DISPENSER (LOW LEVEL CUSTODIAL TASKS);
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	A1; BALLAST OUT; B1 BALLAST OUT; C2 LIGHT OUT (LOW LEVEL CUSTODIAL TASK); C4 LIGHT OUT; C5 FAUCET-LOW PRESSURE W/O86820; C6 FAUCET LOOSE W/O86821; P5 REPAIR/REPLACE ELECTRICAL BOX COVER OUTSIDE OF ROOM (LOW LEVEL CUSTODIAL TASK); M.U. 5 LIGHTS OUT (LOW LEVEL CUSTODIAL TASK)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	A2 FAUCET LOOSE W/O86824; A POD DRINKING FOUNTAIN-LOW PRESSURE W/O86825; B2 DRINKING FOUNTAIN-LOW PRESSURE W/O86623; B5 DRINKING FOUNTAIN-LOW PRESSURE W/O86822; C4 BATHROOM NEEDS DEEP CLEANING (LOW LEVEL CUSTODIAL TASK), DRINKING FOUNTAIN HANDLE STICKS W/O86819; PLAYGROUND BATHROOM GIRLS: TOILET LOW PRESSURE W/O86817, BOYS: URINALS DON'T FLUSH WELL W/O86818; WATER FOUNTAIN & BOTTLE FILLER DIRTY (LOW LEVEL CUSTODIAL TASK)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	PLAY STRUCTURE MAT NEEDS REPAIR W/O86816

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Fair	

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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	66	62	51	50	50	50
Mathematics (grades 3-8 and 11)	59	57	39	39	38	39

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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	223	208	93.27	6.73	61.54
Male	124	114	91.94	8.06	57.02
Female	99	94	94.95	5.05	67.02
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	21	18	85.71	14.29	83.33
Filipino	14	14	100.00	0.00	71.43

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	67	62	92.54	7.46	54.84
Native Hawaiian or Pacific Islander					
White	65	61	93.85	6.15	59.02
Two or More Races	27	26	96.30	3.70	73.08
Socioeconomically Disadvantaged	108	99	91.67	8.33	52.53
English Learners	60	52	86.67	13.33	53.85
Students with Disabilities	39	33	84.62	15.38	30.30
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	223	213	95.52	4.48	57.28
Male	124	118	95.16	4.84	59.32
Female	99	95	95.96	4.04	54.74
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	21	19	90.48	9.52	73.68
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	67	63	94.03	5.97	47.62
Native Hawaiian or Pacific Islander					
White	65	64	98.46	1.54	65.63
Two or More Races	27	26	96.30	3.70	57.69
Socioeconomically Disadvantaged	108	102	94.44	5.56	42.16

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	60	57	95.00	5.00	42.11
Students with Disabilities	39	33	84.62	15.38	30.30
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.1	10.3	2.9

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

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 2019-20)

Opportunities for parent involvement include, but aren't limited to: PTA meetings and sponsored events/activities; classroom, school and library parent volunteers; and School Site Council and ELAC committees. Special projects, committees and interest groups are developed as needed. Family reading, family math, and movie nights held throughout the school year.

Contact information pertaining to organized opportunities for parental involvement: Contact School at (925) 687-1150.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.7	0.8	0.9	3.5	4.1	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safety of children and staff are paramount. Silverwood's Safety Plan outlines procedures for the systematic evacuation of the site in the event of fire, earthquake or other disasters. Walkie-talkies and disaster supplies are stored in each classroom along with first aid supplies should we be required to stay on site for an extended period of time. Parents complete an Emergency Release Form that states to whom their child or children can be released to in event of an emergency. Likewise, this form includes emergency parent /relative contact information. This information is updated regularly. Please see the complete Silverwood Safety Plan for specifics.

The Silverwood Safety Plan was approved by the School Site Council at a public hearing on 2/24/2020.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	27		4		22	1	4		26	1	3	
1	29		3		28		3		26		3	
2	22		3		27		3		29		3	
3	25		3		21		3		22	1	3	
4	28		2		24		3		30		2	
5	26	1	2	1	28	1		2	25		3	
Other**	9	2							9	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1262.5

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$ 12,546.92	$ 4,226.69	$ 8,320.23	$82,534.00
District	N/A	N/A	$8,328.50	$78,217.00
Percent Difference - School Site and District	N/A	N/A	-200.0	5.4
State	N/A	N/A	$7,506.64	$82,403.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and State	N/A	N/A	-200.0	0.2

Note: Cells with N/A values 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.

Types of Services Funded (Fiscal Year 2018-19)

Silverwood places a high value on providing students with effective and timely interventions. Teachers use current assessment data to plan interventions for students challenged by grade level curriculum. In addtion to Universal Access activities provided by teachers during the school day, the site hires personnel for instructional support and assistance. This assistance includes kindergarten classroom support and instructional support for reading. After-school tutoring is provided by staff. Funding in the area of technology includes learning support programs, projectors, document cameras, chrome books and ipads in each classroom, and voice amplification systems. Funds are also used to provide time for workshop attendance and to provide classroom learning materials.

Special Programs on site include special education services and designated time for teaching English Language Development.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,339	$48,612
Mid-Range Teacher Salary	$73,641	$74,676
Highest Teacher Salary	$98,346	$99,791
Average Principal Salary (Elementary)	$116,573	$125,830
Average Principal Salary (Middle)	$123,726	$131,167
Average Principal Salary (High)	$133,844	$144,822
Superintendent Salary	$280,000	$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The District coordinates a varied staff development program for teachers and administrators based on assessed needs and state mandates. The Silverwood staff has participated in professional development activities offered by the District. Site-based trainings are held, and teachers are encouraged to attend off-site professional learning opportunities.

Our primary focus is the implementation of the Common Core State Standards and the development of meaningful assessment strategies to measure student achievement and plan instruction. Specific conferences and workshops teachers have attended include: PBIS, Trauma informed instruction, Response to Intervention, Kindergarten Conference, Meeting Goals and Objectives: A Guide for Special Education Teachers, Peaceful Schools Conference, EiE. Diving into the Math Framework and SVMI.