Silva Valley 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	Silva Valley Elementary School
Street	3001 Golden Eagle Lane
City, State, Zip	El Dorado Hills, CA 95762
Phone Number	(916) 933-3767
Principal	Brandon Beadle
Email Address	bbeadle@buckeyeusd.org
Website	https://www.buckeyeusd.org/sves
County-District-School (CDS) Code	09618386110456

Entity	Contact Information
District Name	Buckeye Union Elementary School District
Phone Number	(530) 677-2261
Superintendent	David Roth, Ph. D.
Email Address	droth@buckeyeusd.org
Website	www.buckeyeusd.org

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

Silva Valley Elementary School, part of the Buckeye Union School District, is a TK/K through fifth grade school located in El Dorado Hills, twenty-five miles east of Sacramento. Silva Valley Elementary School opened in 1992 with 450 students and was the first school in El Dorado County built for space saving year-round education. For the 2019-2020 school year, we have 475 students and operate using a traditional calendar.

The mission of our staff and community at Silva Valley Elementary is to provide a safe, nurturing, and challenging educational environment in which students are eager and willing learners, and have the opportunity to realize their full potential. Our goal is to help students gain positive self-esteem and self-respect, and learn to be successful, productive citizens now and in the future.

Our highly qualified staff establishes yearly school-wide and grade-level goals to keep staff focused on addressing areas of concern. Goals are based on multiple measures: the state standardized assessments, district-wide performance assessments, and classroom evidence. It is our goal to decrease the percentage of students identified as performing "standard nearly met or standard not met" in each subject-content area and to increase the percentage of students identified as performing "met or exceeded standard" in each subject-content area. At Silva Valley School we are pleased that our students perform at high academic levels as indicated by the SBA (Smarter Balanced Academic) State Assessment.

Students, parents, and staff all hold high expectations for one another, and all students are expected to excel academically and as a "whole child", where emphasis is placed on achieving personal success. Silva Valley is a special place where many parent and community volunteers contribute to the effectiveness of the school program.

Our diversity is growing as well, with a student population that is 70% Caucasian, 11% Hispanic/Latino, 7% Asian, 7% Two or More Races, 1% African American, and 4% Other. 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 intervention or additional support. Our community is generous and caring in an atmosphere where cooperation and respect is highly valued. Special programs at Silva Valley include enrichment programs for all students such as Meet the Masters, Life Lab, Cross Country, Team Eagle, Oral Interpretation, Spelling Bee, Green Team, Choir, and Band.

Buckeye Union School District has implemented a comprehensive state standards based report card which holds students/teachers accountable for specific academic achievements. Silva Valley teachers utilize district adopted research-based materials to guide student instruction. In order to improve student performance in reading, our School Site Council supported the creation of an in-school Reading Intervention Program that serves first through fifth grade students in need of additional reading instruction. We also have a cross-age reading program and a partnership-tutoring program with neighboring Oak Ridge High School. Silva Valley continues to partner with the Sierra Foothills Assistance League to create a reading program "Books & Beyond" where volunteers work with struggling readers in grades 2 – 3. Identified students in grades 1 – 5 receive intervention in Math concepts. Our EL students participate in a district adopted EL program four days per week. Utilizing early release Wednesday, teachers collaborate on a weekly basis evaluating student performance on formative and summative assessments to drive their instruction. Our goal is to have all students performing at or above grade level standards.

In creating a safe and positive learning environment for students, Silva Valley Elementary School strives to set the standard for excellence in education.

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

Grade Level	Number of Students
Kindergarten	88
Grade 1	63
Grade 2	85
Grade 3	108
Grade 4	60
Grade 5	114
Total Enrollment	518

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
Asian	5.8
Filipino	0.8
Hispanic or Latino	14.3
White	68.7
Two or More Races	9.3
Socioeconomically Disadvantaged	7.5
English Learners	2.5
Students with Disabilities	9.1
Foster Youth	0.4
Homeless	

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	23	23	21	217
Without Full Credential	0	1	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	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	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 2019-20)

Year and month in which data were collected: September 2019

Buckeye Union School District held a public hearing in September 2019 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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	Yes	0
Mathematics	Math In Focus (K) and Envision Math (1st-5th), Adopted in 2014	Yes	0
Science	Amplify Science, Adopted in 2018	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Reflections; Harcourt School Publishers (K-3) Adopted in 2007 History-Social Science for California; Scott Foresman (4th-5th) Adopted in 2006	Yes	0

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 multipurpose room, one library, one staff lounge, one computer lab, five pods with classrooms, 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.

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)
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: 10/28/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Stained ceiling tiles need to be replaced in one room and ceiling tiles lifted in the corners of I 1. Entry door in room G 2 does not close properly. Several rooms have gaps and/or lifting in transitions from tile to carpet. F wing restroom have gaps in floor at center post entry.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Replacement of 7 light bulbs over the entire site and replacement of 4 light fixtures.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Two faucets need aerators replaced.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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)	75	75	67	69	50	50
Mathematics (grades 3-8 and 11)	77	77	60	61	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	280	279	99.64	0.36	74.91
Male	140	140	100.00	0.00	70.71
Female	140	139	99.29	0.71	79.14
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	17	17	100.00	0.00	70.59
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100.00	0.00	69.44
Native Hawaiian or Pacific Islander					
White	187	186	99.47	0.53	75.27
Two or More Races	33	33	100.00	0.00	78.79
Socioeconomically Disadvantaged	28	28	100.00	0.00	64.29
English Learners	15	15	100.00	0.00	53.33
Students with Disabilities	36	35	97.22	2.78	40.00
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	280	280	100.00	0.00	76.79
Male	140	140	100.00	0.00	79.29
Female	140	140	100.00	0.00	74.29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	17	17	100.00	0.00	64.71
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100.00	0.00	72.22
Native Hawaiian or Pacific Islander					
White	187	187	100.00	0.00	79.14
Two or More Races	33	33	100.00	0.00	75.76
Socioeconomically Disadvantaged	28	28	100.00	0.00	75.00
English Learners	15	15	100.00	0.00	60.00
Students with Disabilities	36	36	100.00	0.00	38.89
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	11.5	23.0	54.0

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)

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 highly active and supportive parents in the Parent Teacher Association (PTA). In addition, Silva Valley is very appreciative of the extensive support provided by volunteers in the classroom, in the school garden, and in the "Meet the Masters" art program. Silva Valley Elementary also partners with the Sierra Foothills Assistance League to bring literacy support to students through the "Books and Beyond" program. In this program, volunteers read with students focusing on reading comprehension throughout the school year.

Contact Information
Parents or community members who wish to participate in leadership teams, school committees, school activities, 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: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

• High school dropout rates; and
• High school graduation rates.

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	0.5	0.6	0.8	1.6	1.6	1.3	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 school provides a safe, clean environment for students, staff, and volunteers. The school is 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 the fall of 2019 by the School Site Council. The plan addresses school-wide emergency procedures (earthquake drills, fire drills, lockdown drills), School-Wide Positive Discipline Program (PBIS), visitor policy, traffic policy, and ongoing communication with law enforcement to support student/staff safety.

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		21	2	2		25		4	
1	26		3		23		3		25		2	
2	26		2		25		4		28		3	
3	24		4		26		2		27		4	
4	32		3		27		3		30		2	
5	23	1	4		24	1	4		28		4	
Other**	5	1							6	1		

*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*	1295.0

*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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	$9,548	$2,022	$7,526	$82,875
District	N/A	N/A	$7,187	$75,112.00
Percent Difference - School Site and District	N/A	N/A	4.6	9.8
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A	0.3	6.5

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)

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,804	$49,378
Mid-Range Teacher Salary	$70,694	$77,190
Highest Teacher Salary	$94,745	$96,607

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$122,979	$122,074
Average Principal Salary (Middle)	$128,139	$126,560
Average Principal Salary (High)	$0	$126,920
Superintendent Salary	$167,569	$189,346
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

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 aglined, collaboration around grade level CA Content Standards, Structured Writing Development for grades TK - 2, and School Safety.

The 2019 - 2020 staff development focus included: development of PBIS(Positive Behavior and Instructional Supports) training and review of best practices, the use of FASTBridge as a universal screener to identify students who need support, and the use of Illuminate to development formative assessments to monitor academic progress of students.

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