

Valley View Charter Montessori TK-8th Grade

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Valley View Charter Montessori TK-8th Grade
Street	1665 Blackstone Parkway
City, State, Zip	El Dorado Hills, CA 95762
Phone Number	5306723890
Principal	Paul Stewart
Email Address	pstewart@buckeyeusd.org
School Website	https://vvcm.buckeyeusd.org/
Grade Span	K-8
County-District-School (CDS) Code	09618380107227

2025-26 District Contact Information

District Name	Valley View Charter Montessori
Phone Number	(530) 677-2261
Superintendent	David Roth, Ph. D.
Email Address	droth@buckeyeusd.org
District Website	www.buckeyeusd.org

2025-26 School Description and Mission Statement

Principal's Message

Valley View Charter Montessori is an elementary school nestled in the scenic landscapes of El Dorado Hills, just 18 miles east of Sacramento in the Sierra foothills. Our campus, completed in 2013, fosters a positive learning environment surrounded by open green spaces and majestic oak trees.

Since our inception in the 2017-18 academic year, Valley View Charter Montessori has flourished, with an enrollment of approximately 720 students and a dedicated faculty of 36 teachers. Our growth reflects the commitment of both parents and

2025-26 School Description and Mission Statement

the community, aligning with the values of the Buckeye Union School District, which actively encourages involvement in school and district decision-making.

The genesis of our Montessori program dates back to the 2004-2005 school year, initially serving Kindergarten students on the Blue Oak Campus. Over the years, additional grade levels were incorporated, culminating in our move to Valley View in 2017. Grounded in the Montessori philosophy, our school integrates core sections in practical life, sensory materials, language, mathematics, and cultural subjects.

In our pursuit of inclusive education, special attention is given to the needs of all students, including those in Special Education who are seamlessly integrated into the mainstream. Our community is characterized by generosity and compassion, fostering an atmosphere where cooperation and respect thrive.

At Valley View Charter Montessori, we set high expectations for student achievement. Committed to providing a solid academic foundation in a safe and supportive environment, we challenge students with a curriculum that demands applying skills and knowledge to meet district standards. Our Middle School has earned recognition as an International Baccalaureate World School, emphasizing collaboration, best practices, and adherence to IB principles.

Our modernized Middle School campus, a fully functional STEAM Lab, a Garden of Learning, and an outstanding library reflect our commitment to excellence. Thanks to the support of our PTO, technology integration, such as Chromebooks and virtual reality goggles, enhances the learning experience. Moreover, our Garden of Learning, a parent and staff-led initiative, and the upcoming TK-5th grade Meet the Masters art program further enrich our student's educational journey.

The dedicated staff at Valley View Charter Montessori collaborates to nurture each child's academic strengths and social and emotional needs. With innovative teaching methods and research-based planning, we align our program with state content and Common Core standards. Assessment results guide us in refining instruction, and we have implemented targeted interventions to support students in need. Beyond PBIS, in 2024-25, VVCM implemented and trained staff and parents in Zones of Regulation in an effort for students to identify feelings and use tools to help regulate them and led the school in the idea of a Passport Recess. This is where all students and staff are on the same page with the rules and procedures at recess. The students used their passport to show they have been trained in a certain area of recess. This has led to the reduction of students entering learning after recess with conflict. It has significantly reduced the number of students being sent down to the office during recess.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	69
Grade 2	65
Grade 3	67
Grade 4	72
Grade 5	82
Grade 6	83
Grade 7	73
Grade 8	96
Total Enrollment	692

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.9
Male	48.1
American Indian or Alaska Native	0.6
Asian	9.8
Black or African American	1.2
Filipino	2.6
Hispanic or Latino	19.1
Native Hawaiian or Pacific Islander	0.1
Two or More Races	9.8
White	55.6
English Learners	3.2
Foster Youth	0.1
Homeless	0.3
Socioeconomically Disadvantaged	14.5
Students with Disabilities	14.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.3	94	315.1	78.88	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.5	0.38	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3	0.75	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3	77.4	19.38	11953.1	4.28
Unknown/Incomplete/NA	1	3	2.4	0.6	15831.9	5.67
Total Teaching Positions	33.3	100	399.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32	93.36	313.9	73.51	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	1.4	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.91	3	0.71	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.91	100.4	23.53	11746.9	4.23
Unknown/Incomplete/NA	0.2	0.82	3.5	0.84	14303.8	5.15
Total Teaching Positions	34.3	100	427	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.4	90.76	332.4	72.08	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7	1.52	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.98	6	1.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.98	110.7	24.01	12112.8	4.34
Unknown/Incomplete/NA	1.1	3.28	5	1.09	13705.8	4.91
Total Teaching Positions	33.5	100	461.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.00	1	1
Total Out-of-Field Teachers	1.00	1	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Buckeye Union School District held a public hearing on September 3, 2025, 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.

Year and month in which the data were collected	September 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade TK: Frog Street Pre-K (Publication 2020, Adopted 5/17/23 for 2023/2024) Grades K-2: Magnetic Reading Foundations; Curriculum Associates (Publication 2023, Adopted 5/15/24 for 2024/2025) Grades K-2: Ready Common Core Reading Instruction; Curriculum Associates (Publications 2014 and 2016, Adopted 5/15/24 for 2024/2025) Grades 2-5: Ready Writing Instruction; Curriculum Associates (Publications 2015 and 2016, Adopted 5/15/24 for 2024/2025) Grade 3: Phonics for Reading; Curriculum Associates (Publication 2024, Adopted 5/15/24 for 2024/2025) Grades 3-5: Magnetic Reading; Curriculum Associates (Publication 2022, Adopted 5/15/24 for 2024/2025) Grades 6-8: California Collections; Houghton Mifflin Harcourt (Publication 2017, Adopted 3/16/16 for 2016/2017)	0
Mathematics	Grades K-5: iReady Classroom Mathematics; Curriculum Associates (Publication 2024, Adopted 5/4/22 for 2022/2023) Grades 6-8 (Standard Pathway): iReady Classroom Mathematics; Curriculum Associates (Publication 2024, Adopted 5/4/22 for 2022/2023) Grade 6 (Advanced Pathway) & Grade 7 (Accelerated Pathway): iReady Classroom Mathematics; Curriculum Associates (Publication 2024, Adopted 5/21/25 for 2025/2026) Grade 7 (Advanced Pathway) & Grade 8 (Accelerated Pathway): McGraw-Hill; Reveal Algebra (Publication 2020, Adopted 5/21/25 for 2025/2026)	0

	Grades 8 (Advanced Pathway): McGraw-Hill; Reveal Geometry (Publication 2020, Adopted 5/21/25 for 2025/2026)	
Science	Grades K-8: Amplify Science (Publication 2018, Adopted 4/18/18 for 2018/2019)	0
History-Social Science	Grades K-3: Reflections; Harcourt (Publication 2007, Adopted for 2011/2012) Grades 4: History-Social Science for California; Scott Foresman (Publication 2006, Adopted for 2006/2007) Grade 5: Social Studies Alive!; Teacher's Curriculum Institute/TCI (Publication 2016, Adopted 9/16/15 for 2015/2016) Grades 6-8: History Alive!; Teacher's Curriculum Institute/TCI (Publication 2011/Update 2017, Adopted 9/16/15 for 2015/2016)	0
Foreign Language	Spanish - Grades 6-8: EntreCulturas Espanol 1; Wayside Publishing (Publication 2023, Adopted 5/17/23 for 2023/2024)	0
Health	Middle School: Positive Prevention Plus (Publication 2018, Adopted 11/2/16 for 2016/2017)	0

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

School Facility Conditions and Planned Improvements

The Buckeye Union School District takes immense pride in the facilities available to students and families, recognizing their importance in fostering a positive educational environment. Each year, parent surveys consistently indicate high levels of satisfaction regarding the condition of the schools, reflecting the district's commitment to quality and excellence.

Valley View Charter Montessori (VVC) boasts a robust infrastructure designed to support diverse learning needs. The school features 34 classrooms, a multipurpose room, an administration building, a library, a state-of-the-art STEAM Lab, and two playgrounds, all thoughtfully designed to enhance the educational experience. In response to growing enrollment and the need for specialized spaces, additional classrooms were introduced in 2018 and 2021. These expansions included new standard classrooms, dedicated science labs, a band room, and essential locker rooms for the middle school program.

To further improve outdoor learning conditions, VVC has implemented several shade structures. These installations, added to the kindergarten area and the outdoor learning spaces for middle school students, provide relief from the sun on hot days and protection from rain, ensuring that students can engage in outdoor activities comfortably. In total, five additional shade structures were introduced to create a more inviting and functional environment for students in grades 1-5 during recess.

In 2024, a Verkada perimeter security camera system was installed at VVC to improve the safety and security of the students and staff at VVC.

Cleaning Process:

To maintain a pristine and safe environment for all, the principal collaborates closely with the custodial staff on a daily basis. This partnership ensures that the school is not only cleaned thoroughly but also maintained with the utmost care, reinforcing the district's dedication to providing a hygienic space conducive to learning.

Maintenance and Repair:

The district's maintenance staff plays a critical role in the upkeep of VVC. Their proactive approach ensures that any necessary repairs and maintenance tasks are completed in a timely manner, preventing disruptions to the educational process. This diligent attention to detail helps maintain the school's facilities in optimal condition, supporting the overall mission of providing a high-quality education for every student.

By prioritizing facility quality and ongoing improvements, the Buckeye Union School District continues to create an environment where students can thrive academically and socially, reflecting its commitment to excellence in education.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

12/23/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Speaker by teachers desk in Classroom B1 makes a constant humming noise. Carnahan Electric contacted for troubleshooting/repair.
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 Facility Rate

Exemplary	Good	Fair	Poor
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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	75	72	59	61	47	48
Mathematics (grades 3-8 and 11)	68	64	50	50	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	471	458	97.24	2.76	72.49
Female	242	235	97.11	2.89	77.45
Male	229	223	97.38	2.62	67.26
American Indian or Alaska Native	--	--	--	--	--
Asian	46	46	100.00	0.00	91.30
Black or African American	--	--	--	--	--
Filipino	15	14	93.33	6.67	85.71
Hispanic or Latino	84	82	97.62	2.38	60.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	43	89.58	10.42	81.40
White	270	265	98.15	1.85	70.19
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	65	98.48	1.52	66.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	77	91.67	8.33	33.77

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	471	455	96.60	3.40	64.40
Female	242	232	95.87	4.13	59.91
Male	229	223	97.38	2.62	69.06
American Indian or Alaska Native	--	--	--	--	--
Asian	46	46	100.00	0.00	86.96
Black or African American	--	--	--	--	--
Filipino	15	14	93.33	6.67	92.86
Hispanic or Latino	84	82	97.62	2.38	56.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	43	89.58	10.42	74.42
White	270	263	97.41	2.59	59.32
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	65	98.48	1.52	50.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	77	91.67	8.33	20.78

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	66.88	58.52	56.49	61.63	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	180	176	97.78	2.22	58.52
Female	82	82	100.00	0.00	58.54
Male	98	94	95.92	4.08	58.51
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	62.50
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	33	32	96.97	3.03	40.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	19	90.48	9.52	63.16
White	101	100	99.01	0.99	60.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.00	0.00	45.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	25	92.59	7.41	16.00

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Valley View Charter Montessori recognizes the strong link between parent involvement and student success. To foster this partnership, the school actively seeks opportunities for parents and the community to engage in their children's education. Our dedicated parents contribute in various ways, including participation in the Valley View Garden of Learning Parent Committee, the STEAM Parent Club, Meet the Masters (MTM), the Montessori Parent Group (MPG), Student Leadership initiatives, Middle School Clubs, the California Junior Scholarship Federation (CJSF), the Parent Teacher Organization (PTO), the Yearbook Committee, the Master Plan Committee, Montessori Charter MLCAP, the Safety Committee, and the Budget Committee.

The school also thrives through valuable community partnerships, such as Intel Corporation's PC Pals, Senior Citizen Collaboration, Safety Day in October, Walk/Bike to School Day in collaboration with the California Highway Patrol and the County of Transportation, Patriot Day, the Great Day of Service, our Veteran's Day Community Social, and projects carried out by the Eagle Scouts to enhance our campus. Our partnerships extend to the El Dorado Hills Fire Department, the Placerville CHP, the El Dorado Hills Rotary Club, and the El Dorado County Sheriff's Department.

Contact Information

For more information about Valley View Charter Montessori, please reach out to Principal Paul Stewart at pstewart@buckeyeusd.org.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	713	706	41	5.8
Female	369	366	27	7.4
Male	344	340	14	4.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	70	70	4	5.7
Black or African American	--	--	--	--
Filipino	19	19	0	0.0
Hispanic or Latino	137	136	11	8.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	69	69	3	4.3
White	398	393	20	5.1
English Learners	23	23	3	13.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	119	119	16	13.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	128	127	11	8.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.88	3.74	2.95	0.85	1.04	0.94	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.95	0.00
Female	1.90	0.00
Male	4.07	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.29	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.92	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.02	0.00
English Learners	4.35	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.81	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Valley View Charter Montessori is dedicated to maintaining a safe and clean environment for students, staff, and volunteers. We rigorously comply with all relevant laws, regulations, and safety standards, particularly those concerning hazardous materials and earthquake preparedness. Regular fire, earthquake, and disaster drills are conducted to ensure preparedness in the event of an emergency.

Our School Site Safety Plan, last reviewed and updated on October 27, 2025, by the School Safety Committee and School Site Council, provides a comprehensive guide to protecting the well-being of students and staff during emergencies.

In addition to participating in the Annual Safety Day on November 4, 2025, and the Great Shake Out earthquake drill, we conduct multiple fire drills throughout the year. Certified staff members provide supervision before and after school, while yard duty personnel monitor students during lunch and recess. To further enhance safety and security, two additional staff members have been appointed to oversee the after-school pick-up area.

For student drop-off and pick-up, a designated area is clearly marked in front of the school. All visitors are required to sign in and wear identification badges while on campus, and volunteers must complete fingerprinting to ensure added security.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	18	1		
K	18	4	0	0
1	22	1	2	0
2	24	0	3	0
3	26	0	3	0
4	28	0	3	0
5	26	0	3	0
6	22	13	8	4
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24		1	
K	21	1	2	0
1	26	0	2	0
2	27	0	2	0
3	26	0	3	0
4	32	0	1	0
5	34	0	0	2
6	17	17	14	0
Other	28	0	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	23		1	
K	21	2	1	
1	23		3	
2	26		2	
3	27		2	
4	30		2	
5	34			1
6	23	5	21	
Other	27		2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	720

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	.125
Nurse	.25
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,687	\$6,251	\$9,436	\$87,594
District	N/A	N/A	\$10,107	\$94,085
Percent Difference - School Site and District	N/A	N/A	-6.9	-7.1
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-16.6	-13.3

Fiscal Year 2024-25 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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,629	\$61,516
Mid-Range Teacher Salary	\$87,043	\$95,479
Highest Teacher Salary	\$116,656	\$125,208
Average Principal Salary (Elementary)	\$149,676	\$152,668
Average Principal Salary (Middle)	\$159,306	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$206,324	\$242,781
Percent of Budget for Teacher Salaries	34.86%	29.76%
Percent of Budget for Administrative Salaries	5.06%	5.74%

Professional Development

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

Staff is offered support through the Peer Assistance Review (PAR) program, and new educators can find mentors through the Teacher Induction Program (TIP).

VVCM specially use the International Baccalaureate, PBIS, Zones of Regulation, Meet the Masters Art Program, Target Collaboration Protocol and Montessori Professional Development at the site level.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3