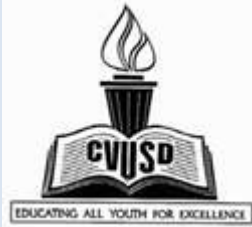# Chabot Elementary School

19104 Lake Chabot Road • Castro Valley, CA 94546 • (510) 537-2342 • Grades K-5
Vivienne Paratore, Principal
vparatore@cv.k12.ca.us
www.cv.k12.ca.us/chabot

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Vision:
We will meet the social, emotional, physical and intellectual needs of our diverse community of learners to ensure that each student is challenged and becomes a lifelong learner.

Mission:
- We will educate the whole child; students will develop the knowledge, skills and attributes required to become productive members of the community, successful individuals, and lifelong learners.
- We will model and teach Paw POWER daily so that students Practice safety, Own responsibility, Work together, learn Empathy and show Respect for themselves, Respect for others, and Respect for property.
- We will encourage academic behaviors: Complete work, Have a plan, Actively engage, Be willing, Overcome obstacles and Think critically
- We will provide a challenging academic curriculum and utilize a wide range of teaching strategies to effectively engage all students.
- We will provide remediation in different ways so that every child will meet the essential standards.

Castro Valley Unified School District
Vision Statement:
Castro Valley Unified School District educates students to become adaptable, critical thinkers who explore their passionsand contribute as active members of our evolving world.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	76
Grade 2	78
Grade 3	75
Grade 4	80
Grade 5	79
Total Enrollment	464

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.9
Asian	27.4
Filipino	3.2
Hispanic or Latino	17.5
Native Hawaiian or Pacific Islander	0.4
White	32.3
Two or More Races	13.4
Socioeconomically Disadvantaged	21.6
English Learners	15.5
Students with Disabilities	7.8
Foster Youth	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 for Chabot Elementary	17-18	18-19	19-20
With Full Credential	23	24	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Castro Valley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	430
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Chabot Elementary School

Indicator	17-18	18-19	19-20
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)

All students have access to the state-adopted instructional materials.

Textbooks and Instructional Materials
Year and month in which data were collected: December, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades TK-2: Massachusetts Model Reading Units Reading Fundamentals (Schoolwide) Lucy Calkins Units of Study in Writing (Heinemann) Grammar Fundamentals (Schoolwide) Mastering the Mechanics by Hoyt & Therriault (Scholastic) Fundations (Wilson Learning) Flying Start Guided Reading Library (Okapi) Capstone Engage Literacy Guided Reading Library (Capstone) Bookroom Guided Reading Library (Mondo Press) Grade 3: Massachusetts Model Reading Units Read Side by Side: CIA Units Closer Reading by Nancy Boyles (Corwin Literacy) Expeditionary Learning Lucy Calkins Units of Study in Writing (Heinemann) Grammar Fundamentals (Schoolwide) Mastering the Mechanics by Hoyt & Therriault (Scholastic) Fundations (Wilson Learning) Grades 4 & 5: Read Side by Side: CIA Units Expeditionary Learning Closer Reading by Nancy Boyles (Corwin Literacy) Lucy Calkins Units of Study in Writing (Heinemann) Mastering the Mechanics by Hoyt & Therriault (Scholastic) What Really Matters in Spelling by Cunningham (Pearson) Vocabulary for the Common Core by Marzano & Simms (Marzano Research) Essential Strategies for Word Study by Rasinski & Zutell (Scholastic) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Kindergarten: EnVision Grades 1-5: Eureka Math **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Scott Foresman **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Scott Foresman **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The current facilities opened in 1949 and to date includes three classroom wings, a multipurpose room, an administrative office, and two sections of portable classrooms. Chabot Elementary School currently has eighteen classrooms, a library, a science lab, resource room, and an onsite childcare facility that is housed in a separate portable classroom. In addition, the Parent Club has designed and built a kindergarten playground and with contributions from the Student Council and private sponsors have created an outdoor science center. All classrooms have wired and wireless internet access. During the winter of 2007, Chabot completed extensive modernization and retrofitting to update the school campus. In 2016, voters approved Measure G which brought many improvements to the campus, including painted and updated classrooms, new blinds in classrooms and the MUR, a shade structure over some of the lunch tables, a new playground and replacement of the rubber bark with astroturf. More improvements are still planned as not all of the classrooms have been renovated yet, eventually, the older portables will be replaced by the new portables. Chabot's campus is maintained by a daytime custodial/grounds staff member and a night-time custodian. 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. The lighting and sound systems as well as the curtains on the stage are due to be replaced this year.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/12/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Multi Use Room: Kitchen vent hood has water leak.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	70	70	67	68	50	50
Math	69	71	62	63	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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	11.4	26.6	36.7

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	234	233	99.57	69.96
Male	112	111	99.11	62.16
Female	122	122	100.00	77.05
Black or African American	--	--	--	--
Asian	66	66	100.00	78.79
Filipino	--	--	--	--
Hispanic or Latino	42	42	100.00	45.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	73	73	100.00	73.97
Two or More Races	37	36	97.30	72.22
Socioeconomically Disadvantaged	62	62	100.00	56.45
English Learners	64	64	100.00	67.19
Students with Disabilities	23	23	100.00	21.74
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	234	233	99.57	70.82
Male	112	111	99.11	72.07
Female	122	122	100.00	69.67
Black or African American	--	--	--	--
Asian	66	66	100.00	87.88
Filipino	--	--	--	--
Hispanic or Latino	42	42	100.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	73	73	100.00	71.23
Two or More Races	37	36	97.30	72.22
Socioeconomically Disadvantaged	62	62	100.00	53.23
English Learners	64	64	100.00	70.31
Students with Disabilities	23	23	100.00	26.09
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Chabot Elementary School parents are very active in the school. Parent involvement can be seen in many aspects of the school including leadership, classes, fund raising, classroom volunteering, organizing book fairs and supporting many fun activities for children. The most visible area in which parents help is the annual school play which involves countless volunteers. Parents are members of school leadership committees such as: Parents Club, School Site Council, Parent Leadership, PBIS (Positive Behavior Intervention System) , ELAC (English Language Advisory Committee) and Community Outreach. The Parents Club raises over $60,000 each year to improve programs on campus through an Auction, the Chabot Tigerthon, a Crab Feed, and the yearly membership drive. "Fun"-raising events include: Bingo Night, the Sweetheart Dance, a Scholastic Book Fair, Shriek-a-Rama, Tigerthon, and Skate Night. Parents are also involved as classroom volunteers, chaperones, and instructors in the Music for Minors program. This year we added a School Smarts Class as well as a 10 week Black Minds Matter course to our parent education opportunities. The school runs math night for families as well as Back to School Night and Open House. Chabot parents are involved in the school district's Strategic Planning Committee, LCAP committee and Equity committee.

Numerous programs and activities are enriched by the generous contributions made by the following organizations:
• School Site Council
• Student Council
• Parents Club
• Business Donations
• Family Contributions

Parents or community members who wish to participate in site leadership teams, school committees, school activities, or volunteer on campus may contact the Chabot Elementary School office at 510-537-2342. The principal, Ms. Paratore, can be reached by email at: vparatore@cv.k12.ca.us.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Chabot Elementary School's Safety Plan is reviewed and updated annually in October by the School Site Council which is composed of the principal, certificated staff, classified staff and parents. Staff training is conducted at the beginning of each school year, in August and addressed at staff meetings throughout the year. Each classroom has an emergency supply backpack and Chabot Elementary School maintains enough emergency supplies to sustain 450 people for three days. Emergency drills are held monthly including fire/earthquake and lockdown drills. Chabot participates in the Great Shake Out in October which includes activating the Emergency Response Center, search and rescue, setting up the medical station and practicing the release triangle. After the drill, we review the safety plan and make improvements to it. Information for parents regarding the emergency procedures are sent home in Tiger Tales. Additionally, all staff are ALICE trained on how to react to an active shooter situation.
The school participates in 2nd Step Character education and is in the 6th year of PBIS where discipline and positive reinforcement are being reviewed. Chabot participated in a California MTSS (multi -tiered system of support) initiative called SUMS (Scale Up MTSS Statewide) and received grants for 3 years which allowed us to collect valuable climate data.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.4	2.7	2.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.2
Other	2.3

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade 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	21	1	3		21	1	3		20	1	3	
1	25		3		25		3		25		3	
2	25		3		25		3		25		3	
3	25		3		25		3		25		3	
4	32		2		32		2		32		2	
5	32		3		32		2	1	32		3	
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Teachers participate in two professional development days and are offered a variety of after-school workshops to support the transition to common core in 2015-2016.

During the 1017-18 school year, all staff particiapeted in RtI training with Mike Mattos as well as site level equity training. We looked at the reasons for the opportunity gap and the part that implicit bias and microaggressions play in the school and society. We also finished working on identifying our essential standards and RtI interventions.
In 2018-19, we are continuing our work on the role white privilege plays in our school, conducted a course in Black Minds Matter and worked on providing culturally responsive classrooms. We also worked on improving writing instruction.
In 2019-20, we have recieved PD on materials for English Language Learners, cross site PD on various subjects with a focus on writers workshop. Chabot teachers continue to work on essential standards, local assessments associated with these and grade level collaborationrevolving around student interventions.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,406	$49,084
Mid-Range Teacher Salary	$79,478	$76,091
Highest Teacher Salary	$107,213	$95,728
Average Principal Salary (ES)	$129,169	$118,990
Average Principal Salary (MS)	$141,061	$125,674
Average Principal Salary (HS)	$159,402	$137,589
Superintendent Salary	$293,526	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$4900	142	$4,758	$77,401
District	N/A	N/A	$5,262	$82,309.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-10.1	-6.1
School Site/ State	-44.8	-0.8

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
Education Protection Account
ESSA: Title II, Part A, Supporting Effective Instruction
ESSA: Title III, English Learner Student Program
ESSA: Title III, Immigrant Student Program

*Ongoing Federal & State Programs Only

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.