



Independent Elementary School

21201 Independent School Road • Castro Valley, CA 94552 • (510) 537-9558 • Grades K-5

Patrick Hansen-Schmitt, Principal

phansenschmitt@cv.k12.ca.us

<https://independent.cv.k12.ca.us/>

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



Castro Valley Unified School District

4400 Alma Ave.

Castro Valley, CA 94546

(510) 537-3000

<https://www.cv.k12.ca.us/>

District Governing Board

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Educational Services**

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Human Resources**

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**Assistant Superintendent,
Business Services**

School Description

Independent Elementary School, located in Castro Valley, serves students from diverse backgrounds, demonstrating an array of races, religions, languages, and socioeconomic statuses. Students come from families that range from multi-generational Castro Valley residents to recently arrived immigrants. This diversity requires teachers, staff, and administrators to respond with flexibility and grace, creating a positive and welcoming environment where parents/guardians feel comfortable providing input and donating time. The Independent community strives to create an environment that fosters the development of all students, allowing them to grow into their own unique and inspirational selves.

With collaboration as the backbone of Independent, same grade level classrooms mirror each other with high expectations in all content areas based on relevant standards, including English Language Arts, Math, Science, Social Studies, the Arts, Physical Education, and Social/Emotional/Behavioral education. The unique personalities of each classroom shine through with the focus on creating opportunities for student agency and a highlight of student strengths. This universal level of instruction is done with high quality curriculum of both hard and digital formats, and is supported by the expertise of teachers on the Instructional Leadership Team (ILT). The ILT plays an active and important role on all key school decisions through data review and action planning. The ILT also leads the professional learning work of their respective grade levels during and outside of their dedicated six hours of professional development each month.

In addition to the robust curriculum and instruction provided during the school day, Independent offers a number of after school supports and experiences for students. Families can choose from activities ranging from language, drama, and meditation classes to intensive academic tutoring and extensions. These programs are due to the strong community partnerships that the Independent staff create and their creative solutions to barriers including transportation and finance.

The success of Independent would not be possible without the partnership of the parent community. The Parent Teacher Association, School Site Council, and other parent committees ensure that all stakeholders receive the information, support, and guidance necessary to take full advantage of Independent programming. They are active at the school, district, and community levels, keeping Independent connected and engaged.

Vision:

Independent Elementary School fosters the development of all students, encouraging them to grow into their unique and inspirational selves. Students transition to middle schools as emotionally literate, intellectually curious, academically capable, and socially conscious problem-solvers who have an appreciation and curiosity for difference and the skills necessary to achieve their goals.

Mission:

In partnership with the community, Independent Elementary School educates students in a safe, supportive, positive, and welcoming learning environment where they are immersed in a well-rounded and rigorous curriculum with an emphasis on the whole child and their social/emotional learning.

Core Values:

The following are "I" Statements: I...

Equity

I...

- Care about relationships with others
- Build relationships with people different than me
- Create an environment that welcomes all people
- Know who I am, where I'm from, and where I go to school
- Understand how actions affect others

Curiosity

I...

- Take initiative to problem-solve
- Self-reflect and take action to constantly grow
- Approach life with wonder and appreciation
- Ask questions before giving answers
- Seek multiple perspectives

Perseverance

I...

- See challenge as an opportunity to learn
- Prioritize and manage time and energy well
- Respond mindfully in a variety of situations
- Focus on assets rather than deficits
- Participate actively in school and community

Innovation

I...

- Am aware of my unique gifts and apply them to a purpose
- Use creativity to find solutions
- Explore many areas of interest
- Initiate new ideas
- Collaborate with others

Kindness

I...

- Appreciate the gifts and abilities of others
- Give generously of time and knowledge
- Give joyfully without expectation of reward
- Share the responsibility for collective work
- Spread happiness

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	147
Grade 1	99
Grade 2	96
Grade 3	97
Grade 4	95
Grade 5	92
Total Enrollment	626

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.8
American Indian or Alaska Native	0.2
Asian	37.9
Filipino	5.4
Hispanic or Latino	13.4
Native Hawaiian or Pacific Islander	0.3
White	23.5
Two or More Races	10.1
Socioeconomically Disadvantaged	15.8
English Learners	16.3
Students with Disabilities	4.5
Foster Youth	0.5
Homeless	0.3

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 Independent	17-18	18-19	19-20
With Full Credential	27	27	28
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 Independent 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	<p>Grades TK-2:</p> <p>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) Foundations (Wilson Learning) Flying Start Guided Reading Library (Okapi) Capstone Engage Literacy Guided Reading Library (Capstone) Bookroom Guided Reading Library (Mondo Press)</p> <p>Grade 3:</p> <p>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) Foundations (Wilson Learning)</p> <p>Grades 4 & 5:</p> <p>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)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Kindergarten:</p> <p>EnVision</p> <p>Grades 1-5:</p> <p>Eureka Math</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Scott Foresman</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Scott Foresman</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Independent Elementary School is located in the town of Castro Valley, a beautiful community of rolling hills and canyons with mild winters and pleasant summers. Across the bay from San Francisco and just south of the city of Oakland, Castro Valley is a growing and a richly diverse community with neighborly appeal.

Independent Elementary School was built in 1953. All of the playing fields at Independent Elementary have been renovated and the playground and equipment in the kindergarten area have been updated. A new retaining wall has created a natural amphitheater in which performances and school assemblies are enjoyed. Mechanical ventilation has been added to seven classrooms. In 2016, voters approved Measure G which will bring many improvements to the campus. The custodial/grounds staff of two maintains clean and safe facilities. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/6/2019

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	
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	72	78	67	68	50	50
Math	75	75	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	9.8	29.3	45.7

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	286	285	99.65	77.89
Male	143	143	100.00	75.52
Female	143	142	99.30	80.28
Black or African American	21	21	100.00	38.10
Asian	112	111	99.11	81.08
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.00	72.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	62	100.00	83.87
Two or More Races	34	34	100.00	79.41
Socioeconomically Disadvantaged	57	57	100.00	45.61
English Learners	71	71	100.00	73.24
Students with Disabilities	22	22	100.00	27.27
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.

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	286	285	99.65	75.44
Male	143	143	100.00	80.42
Female	143	142	99.30	70.42
Black or African American	21	21	100.00	33.33
Asian	112	111	99.11	88.29
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.00	54.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	62	100.00	70.97
Two or More Races	34	34	100.00	82.35
Socioeconomically Disadvantaged	57	57	100.00	50.88
English Learners	71	71	100.00	81.69
Students with Disabilities	22	22	100.00	36.36
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.

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)

Parents and the community are very supportive of the educational programs at Independent Elementary. The Parent Teachers Association plays an active role in the community and the school through fundraising, classroom docents, and special activities. Specific opportunities for parental involvement include:

- School Site Council
- School Safety Committee
- School Arts Committee
- Parent Teacher Association (PTA)
- Classroom Volunteer
- Library Volunteer
- Grant Writing Committee
- Safety and Security Committee
- After School Club Sponsorship
- FAME Docent
- Field trip volunteer
- Parking lot supervision
- Playground supervision

Parents or community members who wish to participate in site leadership teams, school committees, school activities, or volunteer on campus may contact the Independent Elementary School office at 510-537-9558. The principal, Mr. Hansen-Schmitt, can be reached by email at: phansenschmitt@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

Independent Elementary School's Safety Plan is revised annually each fall by the Site Safety Committee and the school site council, which is comprised of the principal, parents, and members of the teaching staff, and submitted to district leadership for review in February of each year. Key elements to the safety plan include detailed secure campus and evacuation procedures and a schedule for replenishing the school's emergency supplies by the PTA. Emergency drills are held on a regular basis, fire drills are conducted once a month; earthquake and secure campus drills are held each year.

To ensure student safety, teachers supervise students on campus before and after school and during recess, and noon supervisors monitor students during lunchtime. All visitors must sign in at the school's office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	1.0	0.2
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)	.8
Other	1.5

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

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	24		5		25		6		25		6	
1	25		4		24		4		25		4	
2	23	1	3		25		4		24		4	
3	25		4		25		4		24		4	
4	31		4		31		3		32		3	
5	24	1	4		31		4		31		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	9.5	9.5	11.5

In past years, there have been two days of district professional development during the school year as well as two optional professional development days. In the 2019/20 school year, there are 3 mandatory and 1 voluntary days are dedicated to MTSS and teacher decided focuses.

There are also four days each month of school specific professional development in which 1.5 hours is dedicated to professional development activities. In the 2019/20 school year these days are dedicated towards:

2 --> MTSS, grade level specific work and support

2 --> Equity focused, decentralizing dominant culture, ELD, SpEd, etc...

All of these involve analyzing and creating action plans on school data, both academic and SEL/Behavior.

Teachers also have access to outside conferences and release days to work with district specialists.

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	\$5,083	\$70	\$5013	\$84625
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	-4.8	2.8
School Site/ State	-39.8	8.1

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.