



Castro Valley Elementary School

20185 San Miguel Avenue • Castro Valley, CA 94546 • (510) 537-1919 • Grades K-5

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<http://www.cv.k12.ca.us/schools/castro-valley-elementary/cve>

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



Castro Valley Unified School District

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Castro Valley, CA 94546
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District Governing Board

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Superintendent

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**Assistant Superintendent,
Educational Services**

Dr. Sherri Beetz

**Assistant Superintendent,
Human Resources**

Suzy Chan

**Assistant Superintendent,
Business Services**

School Description

Castro Valley Elementary school (CVE) is located in the heart of Castro Valley, CA. We are proud to be one of the most culturally diverse elementary schools in the Castro Valley Unified School District. The school includes 500 students from a vast array of cultures, religions, and varying levels of socioeconomic status. We have the highest number and percentage of English Learners, with twenty-three different languages spoken on our campus. Our students come from families that range from multi-generational Castro Valley residents to recently arrived immigrants and refugees. The implementation of a Multi-Tiered Systems of Support (MTSS) and a high functioning Professional Learning Community (PLC) has enabled CVE to adhere to the District's vision of All Means All. At Castro Valley Elementary School we pride ourselves on creating a culture where all students can be successful. CVE's Multi-Tiered System of Supports encapsulates this vision.

MTSS was adopted to create positive student outcomes for our ethnically rich and culturally diverse student body. Our model program consists of collaborative, data-based problem solving that empowers our educators to integrate the two sides of the MTSS Triangle, Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). Targeted RTI and PBIS instruction and interventions are delivered to students in varying levels of intensity, based on the identified student needs. Both the academic and behavioral supports enable us to form meaningful relationships with our students and families, prioritize LCFF and Title I funding, determine professional development opportunities, work towards closing the achievement gap for historically marginalized populations, and determine interventions and extensions that will effectively meet the needs of our students. We continue to strive to ensure that all students get what they need to become lifelong learners, reaching high levels of academic achievement. CVE is the place to be!

CVE's Mission Statement

We, the learning community of Castro Valley Elementary School, believe that all students will reach their highest learning potential by fostering a school climate committed to equity, a sense of community, a joy for teaching and learning, student's well-being, and academic success. As a part of this goal, we will:

- Promote and maintain high expectations for student achievement
- Create a safe, positive and engaging learning environment, with enthusiasm held by all
- Support and encourage each child to reach their individual potential and feel successful
- Develop and nurture a strong home-school partnership
- Work as a collaborative learning community
- Promote self-esteem and interpersonal skills

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	124
Grade 1	75
Grade 2	75
Grade 3	75
Grade 4	75
Grade 5	82
Total Enrollment	506

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.2
Asian	20.4
Filipino	4.5
Hispanic or Latino	36.8
Native Hawaiian or Pacific Islander	1.2
White	17.6
Two or More Races	10.1
Socioeconomically Disadvantaged	46.2
English Learners	29.2
Students with Disabilities	9.5
Foster Youth	0.2
Homeless	0.6

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

Teacher Credentials for Castro Valley	17-18	18-19	19-20
With Full Credential	23	22	23
Without Full Credential	0	1	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 Castro Valley 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</p> <p>Reading Fundamentals (Schoolwide)</p> <p>Lucy Calkins Units of Study in Writing (Heinemann)</p> <p>Grammar Fundamentals (Schoolwide)</p> <p>Mastering the Mechanics by Hoyt & Therriault (Scholastic)</p> <p>Foundations (Wilson Learning)</p> <p>Flying Start Guided Reading Library (Okapi)</p> <p>Capstone Engage Literacy Guided Reading Library (Capstone)</p> <p>Bookroom Guided Reading Library (Mondo Press)</p> <p>Grade 3:</p> <p>Massachusetts Model Reading Units</p> <p>Read Side by Side: CIA Units</p> <p>Closer Reading by Nancy Boyles (Corwin Literacy)</p> <p>Expeditionary Learning</p> <p>Lucy Calkins Units of Study in Writing (Heinemann)</p> <p>Grammar Fundamentals (Schoolwide)</p> <p>Mastering the Mechanics by Hoyt & Therriault (Scholastic)</p> <p>Foundations (Wilson Learning)</p> <p>Grades 4 & 5:</p> <p>Read Side by Side: CIA Units</p> <p>Expeditionary Learning</p> <p>Closer Reading by Nancy Boyles (Corwin Literacy)</p> <p>Lucy Calkins Units of Study in Writing (Heinemann)</p> <p>Mastering the Mechanics by Hoyt & Therriault (Scholastic)</p> <p>What Really Matters in Spelling by Cunningham (Pearson)</p> <p>Vocabulary for the Common Core by Marzano & Simms (Marzano Research)</p> <p>Essential Strategies for Word Study by Rasinski & Zutell (Scholastic)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>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</p> <p>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</p> <p>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</p> <p>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)

Castro Valley 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.

Castro Valley Elementary School (CVE), one of the oldest schools in the district, was remodeled in 2000 with funds from a community-approved bond. Two new student drop-off zones were built in the summer of 2006. In 2016, voters approved Measure G which will bring many improvements to the campus.

With an ethnically diverse population, our school serves the needs of 498 students with eighteen different languages spoken in homes. As you enter our campus, you'll feel the warmth of CVE, a school committed to the success of all learners. Our child-centered focus and rigorous curriculum strive to challenge all students to the highest academic standards. 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: 11/12/2019

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	Bldg B South Wing: Tile in girls bathroom needs to be replaced. Glazing around windows deteriorating. (Measure G to address both)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Bldg B South Wing: Tile in girls bathroom needs to be replaced. Glazing around windows deteriorating. (Measure G to address both) Bldg D Center Wing: Glazing on windows deteriorating (Measure G to address).
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	56	65	67	68	50	50
Math	60	59	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	19.8	28.4	30.9

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

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	231	226	97.84	65.04
Male	128	125	97.66	64.00
Female	103	101	98.06	66.34
Black or African American	17	17	100.00	70.59
Asian	45	43	95.56	69.77
Filipino	--	--	--	--
Hispanic or Latino	91	89	97.80	56.18
White	36	36	100.00	72.22
Two or More Races	28	28	100.00	71.43
Socioeconomically Disadvantaged	123	121	98.37	57.02
English Learners	88	86	97.73	61.63
Students with Disabilities	35	33	94.29	18.18
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	232	228	98.28	58.77
Male	128	125	97.66	61.60
Female	104	103	99.04	55.34
Black or African American	17	17	100.00	47.06
Asian	45	44	97.78	75.00
Filipino	--	--	--	--
Hispanic or Latino	91	89	97.80	43.82
White	36	36	100.00	80.56
Two or More Races	29	29	100.00	65.52
Socioeconomically Disadvantaged	123	122	99.19	50.00
English Learners	88	87	98.86	60.92
Students with Disabilities	35	33	94.29	12.12
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)

Castro Valley Elementary School provides many ways for parents/guardians to be involved. Parent/Guardians are invited to Back-to-School Night to meet their children's teachers and learn how they can be part of the educational team to support student success. During the year there are parent/guardian teacher conferences as well as ongoing informal conferences. For students who are at risk of not meeting grade level standards, the parent/guardian is involved in creating the Individual Learning Intervention Plan. It is monitored and revised throughout the school year. Our Parent and Teacher Association invite parents to support and attend their activities which include Family Socials, Movie Nights and school events. Our school invites families to participate in Family Learning Nights scheduled throughout the year where parents/guardians are able to learn skills to help their children at home. CVE actively participates in community outreach programs such as holiday food drives, Adopt-A-Family, and the Backpack Food Program.

The School Site Council encourages input from parents for the School Plan for Student Achievement, Comprehensive School Safety Plan and the School Compact and Parent Involvement Policy. The English Learner Advisory Committee holds meetings to discuss their needs and ways to access support. Castro Valley Elementary provides a parent-student handbook, a monthly "Bear Facts" newsletter and a website that is continuously updated. Teachers also send home weekly newsletters to keep parents/guardians informed of what is happening in our classes. Report Cards are sent home at the end of each trimester.

Parents or community members who wish to participate in site leadership teams, school committees, school activities, or volunteer on campus may contact the Castro Valley Elementary School office at 510-537-1919. The principal, Mrs. Affie Sklut, can be reached by email at: asklut@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

Student safety and security is our priority. Castro Valley Elementary's Comprehensive School Safety Plan is revised each Spring by the School Site Council which is comprised of the principal, teachers, parents, and school staff. In addition, school faculty reviews components of the Comprehensive School Safety Plan during the months of September and October when we reassess our school's systems for safety.

Our plan includes goals for creating a positive learning environment and a safe, clean campus. Actions to meet these goals include: PBIS booster and Second Step lessons, Unity Assemblies, Green Recycling Program and a Site Emergency Plan. Our site Emergency Team and PATA update classroom and school supplies each fall. Emergency drills are conducted once a month. Earthquake and secure campus drills are held each semester and the site participates in the Great California Shakeout Drill each October. Teachers supervise students on campus before school and during recess. Noon duty supervisors monitor students during lunchtime. All visitors must sign-in at the office and receive proper authorization to be at school.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.4	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*	843.3

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.2
Other	3.4

* 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	23	2	3		24		5		25		5	
1	25		3		25		3		25		3	
2	25		3		25		3		25		3	
3	22	1	3		25		3		25		3	
4	32		1		32		2		31		2	
5	32		3		32		2		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

CVUSD's two days of district provided professional development and our site based PD will continue to focus on Multi-Tiered System of Supports (MTSS). This PD will support CVE's current Response to Intervention (RTI) program which is an integrated multi-tiered system of academic and behavioral supports. Our academic RTI includes Tier 1 interventions implemented by classroom teachers, Tier 2 interventions implemented during grade level platooning and Tier 3 interventions provided by our RTI specialist and RSP teacher during non core instruction. Our behavioral RTI is also three tiered. Tier 1 interventions are provided by classroom teachers using Second Step lessons. Tier 2 and 3 interventions are provided by staff including our counselor, teachers, and support staff and include Check-In -Check-Out, behavior groups and one on one counseling.

Teacher support and coaching is imperative for successful implementation. Support structures in place include weekly built-in collaboration time. Teachers collaborate within and across the grade levels to ensure that lessons are designed to teach grade level standards and meet the needs of all learners. Professional Learning Communities include learning and sharing effective teaching strategies, evaluating student assessment data, reteaching lessons, pre-teaching lessons, and developing formative assessments to inform student achievement. Workshops and trainings have included targeted professional development on Eureka Math, ELA common core and ELD instructional strategies. Teachers also work with our RTI Specialist using a coaching model. This provides teachers the opportunity to develop effective lessons and observe best teaching practices within the grade level.

As part of our cycle of continuous improvement, we recognize that students may be experiencing an opportunity gap. Our current demographics include: 29% English Language Learners. In addition to designated and integrated EL classroom instruction done by the classroom teacher, our EL Coach provides small group intensive interventions focused on English Language Development through an after school English Learner Academy for students. The EL Coach also provides teacher training and modeling of effective strategies for EL instruction.

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/.

Types of Services Funded

Education Protection Account

ESSA: Title I/A Low Income

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,141	\$431	4710	73657
District	N/A	N/A	\$5262	\$82,309.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-11.1	-11.1
School Site/ State	-45.8	-5.8

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.