



Stanton Elementary School

2644 Somerset Ave. • Castro Valley, CA 94546 • (510) 727-9192 • Grades K-5

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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

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District Governing Board

Dot Theodore, Trustee

Gary C. Howard, Trustee

Jo A.S. Loss, Trustee

Monica Lee Trustee

Lavender Lee Whitaker, Trustee

District Administration

Parvin Ahmadi
Superintendent

Dr. Jason Reimann
Assistant Superintendent,
Educational Services

Dr. Sherri Beetz
Assistant Superintendent,
Human Resources

Suzy Chan
Assistant Superintendent,
Business Services

School Description

Stanton Elementary is a school where students are put first in all our actions and decisions. We believe in working together, understand the importance of goal-setting, hold all students to high standards, prepare our students for the future and involve all stakeholders in our learning process through collaboration and open communication.

The goal of our school is to provide each student with a challenging and rigorous curriculum appropriate to his/her academic level. We believe every child can learn and can achieve academic success. To this end, every child will be provided with quality, differentiated instruction and support to be a successful well-rounded individual.

"We can do it! Yes, we can!"

Mission Statement:

Our mission at Stanton Elementary School is to encourage children to learn and grow in a safe, nurturing environment that promotes literacy, fosters self-esteem, and challenges students to succeed. Each child is an individual of great worth and is entitled to develop his/her full potential. With parents and teachers working together as a team towards the same goal, every child will succeed. In order to give each the best opportunity for success, we ask that we keep children first in all that we do. If we accept and make real the pledge to keep children first, then it follows that education is our #1 priority. These two concepts as core values and a common cause unite a school community and empower it to do what is needed for educating the children. We know our Stanton Elementary School community is such a place.

At Stanton Elementary School, we take the business of loving and teaching children seriously. Each person at our school approaches his/her task with a keen understanding of the honor that it is able to touch the future through the children. As Helen Keller said, "Alone we can do so little; together we can do so much." Together we can, will and are creating a school where students come first in all our actions and decisions.

Highlights of the school program include:

- International Festival and Potluck
- Music for Minors
- Science Night
- Sock Hop
- Family Dance
- Coffee with the Principal with Parent Education Opportunities
- Peacemakers
- Second Step and PBIS (anti-bully and character education curriculum)
- Walk-a-thon
- Talent Show
- FAME (Fine Art and Music Experience)
- PAWS
- School Play
- Red Ribbon and Green Ribbon Week
- Green Ribbon School
- After school Intervention for Math and ELA, Social/Emotional

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	100
Grade 1	75
Grade 2	75
Grade 3	75
Grade 4	86
Grade 5	82
Total Enrollment	493

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.1
Asian	23.9
Filipino	7.7
Hispanic or Latino	25.6
Native Hawaiian or Pacific Islander	0.4
White	20.1
Two or More Races	10.5
Socioeconomically Disadvantaged	37.1
English Learners	19.7
Students with Disabilities	10.1
Foster Youth	0.2
Homeless	0.8

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 Stanton Elementary	17-18	18-19	19-20
With Full Credential	24	24	23
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	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 Stanton 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)

Stanton Elementary School is located in the town of Castro Valley, a beautiful community that is just across the bay from San Francisco and just south of the city of Oakland. Castro Valley is a growing and a richly diverse community.

Stanton Elementary School was built in 1952 and we celebrated our 50th anniversary during the 2002/2003 school year. Our school completed 18 months of modernization and seismic upgrade work in 2007. This work included: modernized/upgrades in restrooms and cafeteria kitchen, carpet, flooring, electrical work, painting and earthquake safety upgrades. This year in cooperation with the Alameda County Public Works Agency, a flashing crosswalk and sidewalk upgrades on Somerset Avenue were completed. In addition, a new kindergarten play structure was donated by our Stanton Parents Association in the 2007 – 08 school year and our school community continues to work on our school/community garden. In 2016, voters approved Measure G which will bring many improvements to the campus.

The campus is composed of nineteen classrooms, a computer lab, a library, multi-purpose room, a science center, a Resource classroom, an intervention classroom, and an administrative office. The school is fortunate to have a private day care facility that operates on campus before and after school. The custodial staff 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: 11/8/2019

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	Middle Wing: Gutters on Rm. 14-16 - rotten.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Multi Use Bldg: Patio area asphalt lifting.
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	59	57	67	68	50	50
Math	51	53	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	15.9	13.4	63.4

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	240	238	99.17	56.96
Male	128	126	98.44	56.35
Female	112	112	100.00	57.66
Black or African American	25	24	96.00	45.83
Asian	55	55	100.00	69.09
Filipino	14	14	100.00	42.86
Hispanic or Latino	58	58	100.00	40.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	48	97.96	62.50
Two or More Races	32	32	100.00	68.75
Socioeconomically Disadvantaged	93	92	98.92	43.96
English Learners	58	57	98.28	51.79
Students with Disabilities	25	25	100.00	20.00
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	240	239	99.58	52.72
Male	128	127	99.22	55.91
Female	112	112	100.00	49.11
Black or African American	25	24	96.00	41.67
Asian	55	55	100.00	80.00
Filipino	14	14	100.00	42.86
Hispanic or Latino	58	58	100.00	27.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	49	100.00	63.27
Two or More Races	32	32	100.00	50.00
Socioeconomically Disadvantaged	93	93	100.00	39.78
English Learners	58	58	100.00	53.45
Students with Disabilities	25	25	100.00	16.00
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 are an integral part of our commitment to providing excellent educational programs for our students. At Stanton, we partner with our parent community in order to create a positive and successful learning environment for our students. Parents are encouraged to actively participate in the education of their child(ren). There are many opportunities for parents to be involved including but not limited to the following: classroom volunteers, field trip chaperones, copy room parent team, membership in School Site Council (SSC), membership in ELAC (English Language Advisory Committee), and membership in Stanton Parent's Association (SPA). Parents are also encouraged to participate in our parent education program called School Smarts and make every effort to communicate frequently with their child(ren)'s teacher beyond our parent/teacher conference times. This communication includes our school website, school newsletter, classroom websites and newsletters and emails.

Parents or community members who wish to participate in site leadership teams, school committees, school activities, or volunteer on campus may contact the Stanton Elementary School office at 510-727-9192. The principal, Ms. Ormsby, can be reached by email at: ormsby@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

Stanton Elementary School's Safety Plan is revised and reviewed annually by our School Site Council, which is comprised of the principal, teachers, classified personnel and parents. In addition, our Safety Plan is reviewed and discussed with Stanton staff. Every effort is made to maintain communication with the Office of the County Supervisor regarding traffic concerns. Safety is addressed often during the school wide weekly Friday Welcome Assembly and regular reminders regarding safety concerns are sent to families via email and our school newsletters. Emergency drills are held on a regular basis; fire drills, earthquake or secure campus drills are held monthly.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.5	0.4	0.9
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*	1232.5

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.2
Other	2.2

* 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		4		22	1	4		24		4	
1	24		3		25		3		25		3	
2	24		3		25		3		23		3	
3	24		3		24		3		25		3	
4	34			2	32		2		32		2	
5	34			2	32		2		26	1	3	
Other**	10	1			9	1			9	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Staff is highly encouraged to pursue other professional development opportunities in order to better their instructional program, improve their teaching practice and most importantly, meet the needs of our students. The following are examples of PD that Stanton staff has participated in: Common Core, GLAD training, ELD, Technology, Writer's Workshop, Lori Oczkus, Daily Five and RTI with Mike Mattos. In February of 2018, all teachers will attend a two-day training provided by Mike Mattos.

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	\$5,516	\$322	\$5,194	\$86022
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	-1.3	4.4
School Site/ State	-36.4	9.7

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.