



Castro Valley Elementary School

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

Gina Faria, Principal

gfaria@cv.k12.ca.us

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

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Castro Valley Unified School District

4400 Alma Ave.

Castro Valley, CA 94546

(510) 537-3000

www.cv.k12.ca.us

District Governing Board

Jo A.S. Loss, Trustee

Lavander Whitaker, Trustee

Gary C. Howard, Trustee

Dot Theodore, Trustee

Monica Lee, Trustee

District Administration

Parvin Ahmadi

Superintendent

Mary Boyle

**Assistant Superintendent,
Educational Services**

Dr. Sherri Beetz

**Assistant Superintendent,
Human Resources**

Dr. Candi Clark

**Assistant Superintendent,
Business Services**

School Description:

Castro Valley Elementary is a Title 1 Academic Achievement Award School. An exemplary and committed teaching and support staff, strong parent involvement, and rigorous grade level standards create a successfully learning environment for all students and adults at CVE. This report card reflects our pride and commitment to continued improvement and excellence.

We, the learning community of Castro Valley Elementary School, believe that all students can learn and that failure is not an option. We believe 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, students' well being, and academic success. Upon entering our school campus, everyone is greeted with respect, friendliness, and acceptance. All members of our school community take an active role to ensure every child can find success in a nurturing, safe environment where everyone values the differences and similarities of each other.

Teachers hold high expectations for all students to ensure that each child is prepared to be a lifelong learner and successful member of an every-changing society. Teachers collaborate in weekly Professional Learning Communities to develop lessons that embed 21st century skills, research-based instructional practices, and differentiated strategies to meet our student's diverse learning needs. Students actively engage in standards-aligned lessons teaching students how to collaborate, think critically, problem solve, and communicate learning that is connected to the real world. Students are eager to come to school as they know new and challenging learning awaits including technology devices (1:2 ratio), hands-on science, access to newly purchased fiction and non-fiction reading books at their own instructional levels and Response to Intervention (RtI).

Our staff develops positive relationships with each child and models our school-wide Positive Behavior Intervention System (PBIS). CVE's Bear Code supports each child's social and emotional development with clear, consistent behavior expectations and positive reward systems resulting in significant reduction of referrals. Students and staff know and follow the Bear Code.

Our mission reflects our beliefs and values

We promote a safe, respectful, culturally responsive, and engaging learning environment

We challenge students by providing a rigorous academic curriculum

We cultivate a strong home-school partnership

We work as a collaborative professional learning community

We have implemented several opportunities to reach the diverse needs of our families. During morning recess, students can receive a Second Chance Breakfast to ensure healthy bodies and minds. We ensure the individual development of the whole child by providing a quality, innovative, well articulated and student centered program, we ensure academic and behavioral success!

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	99
Grade 1	70
Grade 2	88
Grade 3	52
Grade 4	78
Grade 5	82
Total Enrollment	469

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.9
American Indian or Alaska Native	0.4
Asian	11.9
Filipino	4.1
Hispanic or Latino	40.5
Native Hawaiian or Pacific Islander	0.6
White	23.9
Two or More Races	8.7
Socioeconomically Disadvantaged	42
English Learners	27.5
Students with Disabilities	8.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Castro Valley Elementary School	14-15	15-16	16-17
With Full Credential	25	25	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Castro Valley Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	441
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Castro Valley Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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

Textbooks and Instructional Materials Year and month in which data were collected: December, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Harcourt Excursions The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	EnVision (Kindergarten) & Eureka Math (Grades 1 - 5) 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%

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: October 28, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girls restroom faucet loose. Tile in girl's restroom needs to be replaced.
Safety: Fire Safety, Hazardous Materials	X			Rooms 11-14 roof units leak.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Alligator slide in main playground is cracked/big hole.
Overall Rating	Exemplary	Good	Fair	Poor
	X	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	51	62	64	68	44	48
Math	38	51	53	59	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	61	70	63	78	73	76	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.5	25.6	31.7

* 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.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	82	79	96.3	63.3
Male	38	37	97.4	67.6
Female	44	42	95.5	59.5
Hispanic or Latino	34	31	91.2	58.1
White	20	20	100.0	65.0
Socioeconomically Disadvantaged	42	40	95.2	57.5
English Learners	13	12	92.3	66.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	52	52	100.0	51.9
	4	75	74	98.7	60.8
	5	82	82	100.0	68.3
Male	3	30	30	100.0	60.0
	4	33	33	100.0	48.5
	5	38	38	100.0	65.8
Female	3	22	22	100.0	40.9
	4	42	41	97.6	70.7
	5	44	44	100.0	70.5
Hispanic or Latino	3	24	24	100.0	58.3
	4	28	28	100.0	57.1
	5	34	34	100.0	55.9
White	4	24	24	100.0	66.7
	5	20	20	100.0	85.0
Socioeconomically Disadvantaged	3	23	23	100.0	34.8
	4	30	30	100.0	53.3
	5	42	42	100.0	64.3
English Learners	3	21	21	100.0	47.6
	4	20	20	100.0	35.0
	5	13	13	100.0	69.2

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	52	52	100.0	57.7
	4	75	74	98.7	52.7
	5	82	82	100.0	45.1
Male	3	30	30	100.0	63.3
	4	33	33	100.0	48.5
	5	38	38	100.0	50.0

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	22	22	100.0	50.0
	4	42	41	97.6	56.1
	5	44	44	100.0	40.9
Hispanic or Latino	3	24	24	100.0	58.3
	4	28	28	100.0	57.1
	5	34	34	100.0	32.4
White	4	24	24	100.0	50.0
	5	20	20	100.0	55.0
Socioeconomically Disadvantaged	3	23	23	100.0	34.8
	4	30	30	100.0	46.7
	5	42	42	100.0	45.2
English Learners	3	21	21	100.0	57.1
	4	20	20	100.0	40.0
	5	13	13	100.0	53.9

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Castro Valley Elementary School provides many ways for parents/guardians to be involved. Parent/Guardians are invited to Back-to-School 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 telephone 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 Skate Nights, Movie Nights and picnics. 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, One Warm Coat, and community parades.

The School Site Council encourages input from parents for the Annual School Plan that includes the School Safety Plan. The Council also invites parents/guardians to attend a classroom visitation scheduled in the Spring. Various parent/guardian groups - Title I, GATE, English Learner - hold meetings to discuss the special needs of each group. Written communication is another way parents are involved. Parents/Guardians receive a Parent's Guide that lists all grade level standards. Castro Valley Elementary provides a student handbook at registration and biweekly school newsletter, the Bear Facts is sent home throughout the year. Teachers also send home newsletters to keep parents/guardians informed of what is happening in our classes. There is a report card that is 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 interim principal, Ms. Faria, can be reached by email at: gfaria@cv.k12.ca.us.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety and security of is our priority. 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. Our comprehensive safety plan also includes procedures for student discipline (behavior matrix) and conduct expectations or Bear Code (PBIS).

Castro Valley Elementary School's Safety Plan is revised annually by the School Site Council subcommittee which is comprised of the principal, teachers, parents, community member, and school staff. In addition, school faculty reviews the School Safety Plan during the months of September and October when we reassess our school systems for safety. Our site Emergency team updates classroom supplies and school supplies each September. Emergency drills are conducted once a month. Earthquake and secure campus drills are held each semester and the site participates in the Great California Shake Out Drill each October as well, which involves parents and other stakeholders in emergency preparedness.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	1.3	0.4
Expulsions Rate	1.9	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.5	3.3	2.3
Expulsions Rate	0.1	0.1	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	100.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.4
Social Worker	0
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	1
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	22	24	24	1			5	5	5			
1	25	23	23				1	3	3			
2	24	24	24				2	3	3			
3	25	24	24				4	3	3			
4	32	32	32				2	2	2			
5	33	33	33				1	1	1	2	2	2
Other	25						1					

Professional Development provided for Teachers

Each year there have been two days of professional development during the school year focused on teaching and learning. Teachers collaborate within the grade level and across the grade levels to ensure that lessons are designed to teach grade level standards. PLC sessions include Common Core State Standards teaching strategies, evaluating student assessment data, reteaching lessons, pre-teaching lessons, and developing common assessments to inform student achievement. Workshops have included targeted professional development on Eureka Math and ELA CA common core instructional strategies. Teachers work together to identify the prerequisite skills necessary for teaching grade level standards. Fridays are dedicated to PLC work as well as two afternoons each month.

Teachers work with our RTI Specialist in a coaching model. This opportunity provides teachers to develop lessons, conduct observations within the grade level and discuss the effectiveness of the lesson and student achievement.

As part of our cycle of continuous improvement, we recognize that students may be experiencing an opportunity gap. Our current demographics include: 28% English Language Learners and 11% live in shared residencies. In addition to designated and integrated classroom instruction, our EL Coach provides small group intensive interventions focused on English Language Development through an after school English Learner Academy for students. Differentiated instruction is based upon their CELDT scores.

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,970	\$43,821
Mid-Range Teacher Salary	\$74,167	\$69,131
Highest Teacher Salary	\$95,085	\$89,259
Average Principal Salary (ES)	\$122,650	\$108,566
Average Principal Salary (MS)	\$134,801	\$115,375
Average Principal Salary (HS)	\$105,275	\$125,650
Superintendent Salary	\$288,540	\$198,772
Percent of District Budget		
Teacher Salaries	42%	37%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,013	\$482	\$4,531	\$74,056
District	♦	♦	\$4,730	\$75,646
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-4.2	3.2
Percent Difference: School Site/ State			-15.3	6.9

* Cells with ♦ do not require data.

Types of Services Funded

Education Protection Account

Educator Effectiveness

Lottery: Instructional Materials

NCLB: Title I, Part A, Basic Grants Low-Income & Neglected

NCLB: Title II, Part A, Improving Teacher Quality

NCLB: Title III, Immigrant Education

NCLB: Title III, Limited English Proficient

*Ongoing Federal & State Programs Only

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.