



Independent Elementary School

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Castro Valley Unified School District

4400 Alma Ave.
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(510) 537-3000
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District Governing Board

Dot Theodore, Trustee
Jo A.S. Loss, Trustee
Monica Lee, Trustee
Gary C. Howard, Trustee
Lavender Lee Whitaker, Trustee

District Administration

Parvin Ahmadi
Superintendent

Jason Reimann
**Assistant Superintendent,
Educational Services**

Dr. Sherri Beetz
**Assistant Superintendent,
Human Resources**

Suzy Chan
**Interim Assistant Superintendent,
Business Services**

School Description

Located in beautiful Castro Valley, Independent Elementary School is the home of 672 student "Eagles." Independent Elementary School is proud of our students and the high academic achievements that have been attained by all students. The highly involved families and outstanding staff share common goals and high expectations for academic achievement and excellent behavior.

This strong collaboration between the families and the school staff has provided many enriching opportunities to ensure the development of well-rounded children. Students benefit from specialist teachers in the areas of science and physical education.

Students are honored for achievements and character development through the monthly "Eagle SOAR Award" program. Students, staff and parents work together to create a remarkable learning community.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	121
Grade 1	98
Grade 2	90
Grade 3	100
Grade 4	125
Grade 5	122
Total Enrollment	656

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0
Asian	34.8
Filipino	5.6
Hispanic or Latino	16.9
Native Hawaiian or Pacific Islander	0.2
White	23
Two or More Races	12.8
Socioeconomically Disadvantaged	15.5
English Learners	14.5
Students with Disabilities	4.4
Foster Youth	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			
Independent Elementary School	15-16	16-17	17-18
With Full Credential	27	27	27
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Castro Valley Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	444
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Independent Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

Textbooks and Instructional Materials Year and month in which data were collected: December, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Grades TK-2: Massachusetts Model Reading Units Reading Fundamentals (Schoolwide) Lucy Calkins Units of Study in Writing (Heinemann) Grammar Fundamentals (Schoolwide) Mastering the Mechanics by Hoyt & Therriault (Scholastic) 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: 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: 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: No Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Kindergarten: EnVision</p> <p>Grades 1-5: 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: November 3, 2017				
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			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Asphalt worn and cracked and gutter broken on bathroom near lower modular classrooms.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Asphalt worn and cracked.
Overall Rating	Exemplary	Good	Fair	Poor
		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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	77	75	68	66	48	48
Math	74	76	59	60	36	37

* 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	101	96	95.1	89.6
Male	57	52	91.2	90.4
Female	44	44	100.0	88.6
Asian	31	30	96.8	93.3
Hispanic or Latino	11	9	81.8	66.7
White	41	39	95.1	92.3
Socioeconomically Disadvantaged	15	11	73.3	72.7

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	92	90	73	76	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.1	24.4	42

* 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.

**School Year 2016-17 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	349	344	98.57	75.29
Male	191	187	97.91	73.26
Female	158	157	99.37	77.71
Black or African American	16	15	93.75	53.33
Asian	123	123	100	79.67
Filipino	11	11	100	63.64
Hispanic or Latino	61	61	100	59.02
White	76	75	98.68	78.67
Two or More Races	59	56	94.92	85.71
Socioeconomically Disadvantaged	61	61	100	54.1
English Learners	75	75	100	65.33
Students with Disabilities	28	25	89.29	36
Foster Youth	--	--	--	--

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

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

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

**School Year 2016-17 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	349	343	98.28	75.8
Male	191	186	97.38	80.65
Female	158	157	99.37	70.06
Black or African American	16	15	93.75	53.33
Asian	123	123	100	86.18
Filipino	11	11	100	72.73
Hispanic or Latino	61	60	98.36	66.67
White	76	75	98.68	72
Two or More Races	59	56	94.92	73.21
Socioeconomically Disadvantaged	61	60	98.36	56.67
English Learners	75	75	100	77.33
Students with Disabilities	28	24	85.71	20.83
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2017-18)

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 fund-raising, classroom docents, and special activities. Specific opportunities for parental involvement include:

- School Site Council
- Parent Teacher Association (PTA)
- Classroom Volunteer
- Library Volunteer
- Grant Writing Committee
- Safety and Security Committee
- After School Club Sponsorship
- FAME Docent
- K-3 Music 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

To ensure students safety, teachers supervise students on campus before and after school and during recess, and noon duty 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.

Independent Elementary School's Safety Plan is revised annually each fall by the Site Safety Committee, which is comprised of the principal, parents, and members of the teaching staff. 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.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.76	0.45	1.03
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.27	2.29	3.39
Expulsions Rate	0.08	0.02	0.03
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.2
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	.8
Average Number of Students per Staff Member	
Academic Counselor	

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	23	24	1	1		4	4	5			
1	23	23	23				4	4	4			
2	25	25	25				4	4	4			
3	24	24	24				5	5	5			
4	32	32	30				3	3	4			
5	26	26	32	1	1		3	3	3			
Other			8			1						

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

Professional Development provided for Teachers

Each year there have been two days of professional development during the school year as well as two optional professional development days. There are also four days each month in which 1.5 hours is dedicated to professional development activities.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,409	\$46,511
Mid-Range Teacher Salary	\$76,391	\$73,293
Highest Teacher Salary	\$97,937	\$92,082
Average Principal Salary (ES)	\$124,612	\$113,263
Average Principal Salary (MS)	\$129,522	\$120,172
Average Principal Salary (HS)	\$145,828	\$131,203
Superintendent Salary	\$256,000	\$213,732
Percent of District Budget		
Teacher Salaries	40%	36%
Administrative Salaries	6%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,733	\$63	\$4,796	\$77,705
District	♦	♦	\$5,196	\$78,965
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-7.7	0.0
Percent Difference: School Site/ State			-20.4	8.1

* Cells with ♦ do not require data.

Types of Services Funded

Educator Effectiveness

ESEA: Title I, Part A, Basic Grants Low-Income and Neglected

ESEA: Title II, Part A, Teacher Quality

ESEA: Title III, English Learner Student Program

ESEA: Title III, Immigrant Education Program

Lottery: Instructional Materials

*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.