

# Strawberry Point Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Strawberry Point Elementary School
<b>Street</b>	117 East Strawberry Drive
<b>City, State, Zip</b>	Mill Valley, CA 94941
<b>Phone Number</b>	(415 ) 389-7660
<b>Principal</b>	Leslie Cohl
<b>E-mail Address</b>	lcohl@mvschools.org
<b>Web Site</b>	<a href="https://www.mvschools.org/sp">https://www.mvschools.org/sp</a>
<b>CDS Code</b>	21653916024467

<b>District Contact Information</b>	
<b>District Name</b>	Mill Valley School District
<b>Phone Number</b>	(415) 389-7700
<b>Superintendent</b>	Paul Johnson
<b>E-mail Address</b>	pjohnson@mvschools.org
<b>Web Site</b>	www.mvschools.org

### School Description and Mission Statement (School Year 2017-18)

Strawberry Point School is one of six schools in the Mill Valley School District, which is comprised of five elementary schools and one middle school.

Strawberry Point School is located in the Strawberry section of Mill Valley, adjacent to seasonal and tidal wetlands areas with walking access to San Francisco Bay. Unique in the Mill Valley School District, Strawberry Point School is the only school with natural bay seasonal and tidal wetlands on the school campus. The school nurtures this invaluable natural resource as a living, outdoor classroom. Students learn a variety of subjects within an ecological context that helps to instill a deep appreciation and stewardship for nature and the environment as well as a desire and commitment to work toward a more sustainable world. The school's garden and plant nursery provide our students the opportunity to explore ecology in a hands-on, environmental laboratory where they obtain a deeper understanding of our relationship to food and nature.

### Student Enrollment by Grade Level (School Year 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	61
Grade 1	55
Grade 2	55
Grade 3	58
Grade 4	77
Grade 5	73
<b>Total Enrollment</b>	<b>379</b>

### Student Enrollment by Group (School Year 2016-17)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	1.3
American Indian or Alaska Native	0
Asian	9.5
Filipino	1.3
Hispanic or Latino	9
Native Hawaiian or Pacific Islander	0.5
White	67
Two or More Races	11.3
Socioeconomically Disadvantaged	9
English Learners	10
Students with Disabilities	8.4
Foster Youth	0

## 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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	19	22	22	177
<b>Without Full Credential</b>	0	0	1	3
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2017-18)

**Year and month in which data were collected:** January, 2018

Mill Valley School District held a public hearing on September 14, 2017 and determined that each school within the district had sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English learners, have access to standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Materials approved for use by the State are reviewed by teachers and administrators, and a recommendation is made to the School Board. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school (as of January, 2018).

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Heinemann	Yes	0
<b>Mathematics</b>	McGraw-Hill	Yes	0
<b>Science</b>	FOSS	Yes	0
<b>History-Social Science</b>	Scott Foresman	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Strawberry Point School originally opened in December, 1952 and served the community until June, 1990. Due to changing demographics, Strawberry Point School was closed for ten years before reopening in August, 2000. In preparation for our re-opening, the original Strawberry Point School facilities underwent a complete renovation and modernization to current codes and standards. In addition to the ten original classrooms, 13 modular classrooms were added to accommodate enrollment growth in the school district. Strawberry Point School has a multipurpose room, art room, library, staff room, playground, field, and three play structures. In addition, the school has a Learning Center to provide support services and accommodate the needs of special education students.

After more than two years of planning and public participation, Mill Valley School District voters approved Measure C on November 3, 2009. Measure C authorizes the District to issue up to \$59.8 million in bonds to pay for Phase 1 of the Facilities Master Plan. Measure C was approved by 66.5% of registered voters who voted in the November general election. Measure C required a minimum of 55% voter approval.

The Facilities Master Plan is the comprehensive plan developed over two years by the District and its Facilities Master Plan Committee. It serves as the blueprint that addresses the District’s future capital and infrastructure needs.

**Cleaning Process**

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

**Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Data displayed in the chart was collected in January, 2018.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/5/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 1/5/2018**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Interior:</b> Interior Surfaces		X		Copy Room: Patch & paint walls as needed Room 13: Repair carpet leveler, install fire extinguisher signage, install exit signage at door leading to the exterior Room 16: Install exit signage at door leading to the exterior, install fire extinguisher signage, repair carpet Room 17: Repair carpet, install fire extinguisher signage, install exit signage at door leading to the exterior Room 19: Secure ceiling tiles, repair illuminated exit signs, install fire extinguisher signage Room 4: Install exit signage at door leading to the exterior, patch and paint walls as needed Staff Work Room: Repair cove base, install exit signage leading to exterior Staff Lounge: Repair damaged flooring, install exit signage leading to exterior
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Library: Repair illuminated exit signs, install fire extinguisher signage Room 1: Install exit signage at door leading to exterior Room 10: Install exit signage at door leading to exterior Room 2: Install exit signage at door leading to exterior Room 3: Install exit signage at door leading to exterior Room 4: Install exit signage at door leading to exterior, patch and paint walls as needed Room 5: Install exit signage at door leading to exterior Room 6: Install exit signage at door leading to exterior Room 7: Install exit signage at door leading to exterior Room 8: Install exit signage at door leading to exterior Room 9: Install exit signage at door leading to exterior
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Playground: Install signage at playground area behind MPR

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/5/2018				
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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	78	78	83	81	48	48
Mathematics (grades 3-8 and 11)	77	79	79	76	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	212	208	98.11	78.37
Male	103	101	98.06	76.24
Female	109	107	98.17	80.37
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100	78.95
Filipino	--	--	--	--
Hispanic or Latino	19	18	94.74	66.67
White	148	145	97.97	82.07
Two or More Races	21	21	100	66.67
Socioeconomically Disadvantaged	20	20	100	65
English Learners	35	34	97.14	73.53

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>Students with Disabilities</b>	28	25	89.29	56
<b>Foster Youth</b>	--	--	--	--

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	212	207	97.64	78.74
<b>Male</b>	103	102	99.03	80.39
<b>Female</b>	109	105	96.33	77.14
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	19	19	100	84.21
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	19	18	94.74	72.22
<b>White</b>	148	144	97.3	81.25
<b>Two or More Races</b>	21	21	100	66.67
<b>Socioeconomically Disadvantaged</b>	20	20	100	75
<b>English Learners</b>	35	34	97.14	70.59
<b>Students with Disabilities</b>	29	26	89.66	50
<b>Foster Youth</b>	--	--	--	--

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	94	88	91	93	56	54

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.

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	9.7	20.8	52.8

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.

**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)**

The Parent Teacher Association (PTA) and site leadership provide many opportunities for parent participation. The Mill Valley Parks and Recreation Department, Strawberry Parks and Recreation Department, and a parent supported elementary foreign language program provide optional before and after school programs for interested students.

Parents, community members, and local businesses support local schools through a parcel assessment and contributions to Kiddo!, which raises funds to augment a broad range of school programs, including the arts and technology. A new campus opened in 2014 through community supported bond measures totaling \$26,300,000.

It Takes a Village (ITAV) is Mill Valley’s Special Education PTA. It was formed in 2005 to support students with learning differences and their parents. ITAV provides information and resources to understand, identify and teach students who learn differently. ITAV works closely with school administrators and teachers in order to create positive and productive relationships with parents. The organization sponsors monthly speaker events, informal coffees at parents’ homes, and holds children’s playgroups at local playgrounds.



## 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.

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	0.2	0.0	0.2	1.3	0.7	1.0	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

Safety of students and staff is a primary concern of Strawberry Point School. The School Safety plan is reviewed annually by the emergency preparedness committee, which is composed of parents, the principal and administrative support staff. The plan is reviewed with staff each fall. Drills are conducted monthly for students and staff. Students are supervised before and after school by staff and volunteers. There is a designated area for student drop off and pick up.

#### Discipline & Climate for Learning

The Strawberry Point School community works together to provide a safe, caring environment where uniqueness and differences are respected and all children are supported to reach their full potential. Staff and parents alike are committed to a tradition of academic excellence and social skill development.

Parents provide strong support to all aspects of the school program and play an integral part in the education of the children. They are active partners who contribute time and expertise to the school in order to support classroom programs and special events. A high percentage of families volunteer their time in one or more school projects.

We will provide our students with a secure, caring, and challenging environment and the knowledge, skills, and love of learning necessary for them to become successful adults.

The table displays the suspensions and expulsions figures for the school and district, as well as the percentage of total enrollment (number of students suspended divided by total enrollment). Expulsions occur only when required by law or when all other alternatives have been exhausted.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement*</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	0
<b>Percent of Schools Currently in Program Improvement</b>	N/A	0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	2		21	3	1		20	2	1	
1	19	3			20	2	1		18	3		
2	24		3		21	1	2		18	3		
3	20	2	1		22		3		19	3		
4	27		3		22	1	2		26		3	
5	27		3		26		3		24		3	

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

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	.7	N/A
Library Media Services Staff (Paraprofessional)	.375	N/A
Psychologist	.56	N/A
Social Worker	0.0	N/A
Nurse	.17	N/A
Speech/Language/Hearing Specialist	.76	N/A
Resource Specialist	0	N/A
Other	.28	N/A

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

\*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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,915	\$7,010	\$4,905	\$83,542
District	N/A	N/A	\$4,905	\$83,538
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A		

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

### Types of Services Funded (Fiscal Year 2016-17)

In addition to general state funding, Mill Valley School District receives state and federal funding for the following categorical funds and other support programs:

- Title I, Part A Low Income
- Title II, Part A Teacher and Principal Training and Recruiting Fund
- Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement
- Title III, Immigrant Education
- Special Education Program

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,049	\$47,034
Mid-Range Teacher Salary	\$82,182	\$73,126
Highest Teacher Salary	\$98,478	\$91,838
Average Principal Salary (Elementary)	\$137,752	\$116,119
Average Principal Salary (Middle)	\$153,710	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$247,459	\$178,388
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

As part of the professional growth process, opportunities for training and staff development are provided at both the district and individual school site level to administrators, teachers, and classified staff. The district offers four staff development days in which staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. The district-wide focus for professional development for 2015-16, 2016-17 and 2017-18 has been instructional technology, Next Generation Science Standards (NGSS), social-emotional wellness, and global studies.

The Mill Valley School District has worked closely with EdTechTeacher to support its instructional technology initiative. Also, the district has partnered with the California Academy of Sciences for the past two years to support the implementation of NGSS. Teachers and staff have enhanced their strategies for addressing social-emotional wellness by attending presentations led by speakers from EQ Schools, Challenge Success, as well as by participating in other professional development related to social-emotional learning. In addition, the district has provided teachers the opportunity to deepen their understanding of global studies and how to help develop globally minded students by attending global education workshops, conferences, and presentations.