

Strawberry Point School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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

District Contact Information	
District Name	Mill Valley School District
Phone Number	(415) 389-7700
Superintendent	Raquel Rose
E-mail Address	rrose@mvschools.org
Web Site	www.mvschools.org

School Description and Mission Statement (School Year 2018-19)

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 2017-18)

Grade Level	Number of Students
Kindergarten	71
Grade 1	39
Grade 2	55
Grade 3	54
Grade 4	57
Grade 5	79
Total Enrollment	355

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.3
Asian	7.6
Filipino	0.8
Hispanic or Latino	9.6
Native Hawaiian or Pacific Islander	0.6
White	66.8
Socioeconomically Disadvantaged	10.7
English Learners	8.7
Students with Disabilities	9.6
Foster Youth	0.0

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	22	22	18	170
Without Full Credential	0	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of 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 2018-19)

Year and month in which data were collected: January, 2019

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
Reading/Language Arts	Heinemann	Yes	0
Mathematics	McGraw-Hill	Yes	0
Science	Amplify	Yes	0
History-Social Science	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 authorized 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, 2019.

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: January, 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Admin Office: Upgrade HVAC
Interior: Interior Surfaces	Fair	Room 4: Patch & paint walls as needed Teachers' Workroom: Replace cove base Teachers' Lounge: Replace damaged flooring Copy Room: Patch & paint walls as needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January, 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	Room 1: Install exit signage Room 2: Install exit signage Room 3: Install exit signage Room 4: Install exit signage Room 5: Install exit signage Room 6: Install exit signage Room 7: Install exit signage Room 8: Install exit signage Room 9: Install exit signage Room 10: Install exit signage Library: Repair illuminated exit signage, install fire extinguisher signage Teachers work room: Install exit signage Teachers Lounge: Install exit signage
Structural: Structural Damage, Roofs	Fair	Room 12: Replace gutters Room 13: Replace gutters Room 14: Replace gutters Room 15: Replace gutters Room 16: Replace gutters Room 17: Replace gutters Room 18: Replace gutters Room 19: Replace gutters Room 20: Replace gutters Room 21: Replace gutters Room 22: Replace gutters Room 23: Replace gutters Main Building: Replace all sky lights
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Playground: Install signage at playground area behind MPR Replace damaged asphalt areas throughout blacktop yard

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January, 2019	
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 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	78.0	81.0	81.0	85.0	48.0	50.0
Mathematics (grades 3-8 and 11)	79.0	81.0	76.0	79.0	37.0	38.0

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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	185	179	96.76	81.01
Male	89	87	97.75	80.46
Female	96	92	95.83	81.52
Black or African American	--	--	--	--
Asian	18	16	88.89	68.75
Filipino	--	--	--	--
Hispanic or Latino	21	20	95.24	75.00
White	119	116	97.48	86.21
Two or More Races	21	21	100.00	66.67
Socioeconomically Disadvantaged	22	18	81.82	44.44
English Learners	25	23	92.00	60.87
Students with Disabilities	26	23	88.46	60.87

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	185	178	96.22	80.9
Male	89	87	97.75	83.91
Female	96	91	94.79	78.02
Black or African American	--	--	--	--
Asian	18	16	88.89	62.5
Filipino	--	--	--	--
Hispanic or Latino	21	20	95.24	75
White	119	115	96.64	85.22
Two or More Races	21	21	100	76.19
Socioeconomically Disadvantaged	22	18	81.82	55.56
English Learners	25	23	92	69.57
Students with Disabilities	26	23	88.46	56.52

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.9	36.4	37.7

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.3	0.0	0.7	1.0	1.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	3	1		20	2	1		24		3	
1	20	2	1		18	3			20	2		
2	21	1	2		18	3			18	3		
3	22		3		19	3			18	3		
4	22	1	2		26		3		19	3		
5	26		3		24		3		26		3	

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

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)	.33	N/A
Library Media Teacher (Librarian)	.7	N/A
Library Media Services Staff (Paraprofessional)	.375	N/A
Psychologist	6	N/A
Social Worker	0.0	N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,041	\$8,040	\$6,000	\$84,259
District	N/A	N/A	\$6,000	\$84,259
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$	\$
Percent Difference: School Site and State	N/A	N/A		

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.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,130	\$48,064
Mid-Range Teacher Salary	\$83,826	\$75,417
Highest Teacher Salary	\$103,448	\$94,006
Average Principal Salary (Elementary)	\$131,695	\$119,037
Average Principal Salary (Middle)	\$156,784	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$252,408	\$183,692
Percent of Budget for Teacher Salaries	36.0	36.0
Percent of Budget for Administrative Salaries	5.0	6.0

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 instructional methodologies. The district places an emphasis on staff members learning from and with one another through a variety of means, such as teacher-facilitated interest based professional development, regular collaboration and planning time, and through its Teacher Leader program. The district-wide focus for professional development for 2016-17, 2017-18, and 2018-19 has been instructional technology, Next Generation Science Standards (NGSS), social-emotional wellness, global studies, and equity.

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 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, as well as by participating in other professional development related to social-emotional learning. 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. In addition, over the past two years nearly 125 staff members have participated in Courageous Conversations/Beyond Diversity trainings, which have allowed participants to build their racial consciousness and consider different ways to address issues of equity in our schools.