The School Plan for Student Achievement

School: Strawberry Point School

CDS Code: 21653916024467

District: Mill Valley School District

Principal: Kimberley Russell

Revision Date: June 5, 2020

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Kimberley Russell

Position: Principal

Phone Number: 415.389.7660

Address: 117 East Strawberry Drive
                     Mill Valley, CA 94941

E-mail Address: krussell@mvschools.org

The District Governing Board approved this revision of the SPSA on June 17, 2020.

School Vision and Mission

Strawberry Point School's Vision and Mission Statements
Mill Valley Vision:
Our learning community is dedicated to developing globally-minded, compassionate, resilient, and courageous students empowered to learn and lead change in their world.

School Mission
Strawberry Point embraces Mill Valley School District's mission to provide a balanced education, enabling all students to achieve academic success in an environment that fosters social-emotional development, equity, and creativity. Additionally, the school strives to prepare our students to be responsible, contributing members of our community, to be wise stewards of our natural environment, and to thrive as global citizens in a rapidly changing world.

School Profile

Strawberry Point School is a public elementary school located in the Strawberry section of Mill Valley, adjacent to seasonal and tidal wetlands areas, and within walking distance of San Francisco Bay. It 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 serves approximately 270 students in kindergarten through fifth grade who come from a variety of socio-economic and ethnic backgrounds. We are an inclusive school that endeavors to meet the needs of all learners.

Strawberry Point provides excellent educational opportunities in an environment that fosters stimulation, challenge, support and enjoyment. A team of dedicated educators, supportive families and inquisitive students work collaboratively to create a positive and rigorous learning environment. Students receive instruction in language arts, math, science and social studies, as well as physical education, library, art, music, Spanish in K/1 and environmental education. Our community is shaped by an overarching commitment to the environment. Strawberry Point School is fortunate to have natural bay and seasonal tidal wetlands on the school campus. The school nurtures this invaluable resource as a living, outdoor classroom, which instills a deep appreciation and stewardship for nature and the environment, as well as a desire and commitment to work toward a more sustainable world. In addition, the school is proud of its strong focus on social emotional learning, character education, the partnership between Zero Waste Marin and our Student Green Team, and our community service projects. We are a caring community, where values are built on mutual trust and unconditional respect for all. Strawberry Point School prides itself on its cohesive community and a true sense of family.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	58	51	53	56	49	52	56	49	52	96.6	96.1	98.1
Grade 4	81	54	51	80	52	49	80	52	49	98.8	96.3	96.1
Grade 5	73	80	51	72	78	50	72	78	50	98.6	97.5	98
All Grades	212	185	155	208	179	151	208	179	151	98.1	96.8	97.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2493.4	2491.7	2486.9	51.79	57.14	51.92	30.36	20.41	25.00	10.71	10.20	13.46	7.14	12.24	9.62
Grade 4	2513.1	2560.7	2539.8	40.00	65.38	63.27	32.50	21.15	20.41	18.75	11.54	10.20	8.75	1.92	6.12
Grade 5	2560.2	2562.7	2568.3	43.06	44.87	54.00	38.89	34.62	24.00	8.33	12.82	12.00	9.72	7.69	10.00
All Grades	N/A	N/A	N/A	44.23	54.19	56.29	34.13	26.82	23.18	12.98	11.73	11.92	8.65	7.26	8.61

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.07	55.10	48.08	50.00	32.65	44.23	8.93	12.24	7.69
Grade 4	50.00	57.69	40.82	43.75	38.46	51.02	6.25	3.85	8.16
Grade 5	40.28	51.28	48.00	48.61	41.03	40.00	11.11	7.69	12.00
All Grades	44.23	54.19	45.70	47.12	37.99	45.03	8.65	7.82	9.27

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.21	48.98	36.54	39.29	36.73	50.00	12.50	14.29	13.46
Grade 4	38.75	59.62	38.78	47.50	36.54	55.10	13.75	3.85	6.12
Grade 5	49.30	51.28	44.00	40.85	38.46	40.00	9.86	10.26	16.00
All Grades	44.93	53.07	39.74	43.00	37.43	48.34	12.08	9.50	11.92

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	41.07	44.90	42.31	55.36	51.02	50.00	3.57	4.08	7.69
Grade 4	35.00	50.00	40.82	58.75	50.00	53.06	6.25	0.00	6.12
Grade 5	36.11	33.33	42.00	58.33	58.97	50.00	5.56	7.69	8.00
All Grades	37.02	41.34	41.72	57.69	54.19	50.99	5.29	4.47	7.28

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	55.36	53.06	50.00	37.50	38.78	40.38	7.14	8.16	9.62
Grade 4	37.50	59.62	57.14	55.00	38.46	36.73	7.50	1.92	6.12
Grade 5	48.61	51.28	60.00	43.06	39.74	30.00	8.33	8.97	10.00
All Grades	46.15	54.19	55.63	46.15	39.11	35.76	7.69	6.70	8.61

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	58	51	53	56	49	53	56	49	53	96.6	96.1	100
Grade 4	81	54	51	81	51	49	81	51	49	100	94.4	96.1
Grade 5	73	80	51	70	78	50	70	78	50	95.9	97.5	98
All Grades	212	185	155	207	178	152	207	178	152	97.6	96.2	98.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2497.3	2495.3	2495.5	50.00	51.02	45.28	32.14	26.53	37.74	10.71	14.29	11.32	7.14	8.16	5.66
Grade 4	2525.5	2557.3	2558.3	35.80	52.94	61.22	40.74	35.29	22.45	17.28	7.84	14.29	6.17	3.92	2.04
Grade 5	2567.5	2564.5	2580.5	55.71	44.87	54.00	22.86	33.33	26.00	11.43	16.67	10.00	10.00	5.13	10.00
All Grades	N/A	N/A	N/A	46.38	48.88	53.29	32.37	32.02	28.95	13.53	13.48	11.84	7.73	5.62	5.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69.64	67.35	62.26	17.86	20.41	26.42	12.50	12.24	11.32
Grade 4	56.79	68.63	75.51	32.10	25.49	16.33	11.11	5.88	8.16
Grade 5	61.43	53.85	60.00	22.86	37.18	26.00	15.71	8.97	14.00
All Grades	61.84	61.80	65.79	25.12	29.21	23.03	13.04	8.99	11.18

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	57.14	52.83	41.07	34.69	43.40	8.93	8.16	3.77
Grade 4	46.91	56.86	67.35	43.21	41.18	22.45	9.88	1.96	10.20
Grade 5	55.71	37.18	52.00	37.14	56.41	36.00	7.14	6.41	12.00
All Grades	50.72	48.31	57.24	40.58	46.07	34.21	8.70	5.62	8.55

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53.57	63.27	45.28	39.29	28.57	49.06	7.14	8.16	5.66
Grade 4	43.21	68.63	55.10	48.15	25.49	40.82	8.64	5.88	4.08
Grade 5	44.29	40.26	50.00	41.43	51.95	38.00	14.29	7.79	12.00
All Grades	46.38	54.80	50.00	43.48	37.85	42.76	10.14	7.34	7.24

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	8
Grade 1	*	*	*	*	*	*	*	4
Grade 2	*	*	*	*	*	*	*	6
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*		*		*		*	
All Grades							22	24

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*		*	*	*
2	*	*	*	*		*		*	*	*
3		*		*	*	*	*	*	*	*
4	*	*	*	*		*		*	*	*
All Grades	59.09	33.33	*	54.17	*	12.50	*	0.00	22	24

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
2	*	*	*	*		*		*	*	*
3	*	*		*		*	*	*	*	*
4	*	*	*	*		*		*	*	*
All Grades	72.73	45.83	*	41.67		8.33	*	4.17	22	24

| Grade Level | Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
| | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*		*	*	*		*	*	*
2	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
All Grades	50.00	8.33	*	45.83	*	37.50	*	8.33	22	24

| Grade Level | Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | |
| | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	63.64	41.67	*	54.17	*	4.17	22	24

| Grade Level | Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | |
| | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	86.36	54.17	*	45.83		0.00	22	24

| Grade Level | Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | |
| | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	25.00	*	66.67	*	8.33	22	24

| Grade Level | Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | |
| | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	8.33	50.00	75.00	*	16.67	22	24

Conclusions based on this data:

1. Continue to work to meet the needs of English Learners

School and Student Performance Data

Chronic Absenteeism Data

Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	*	1		*	1		*	*	
American Indian or Alaskan Native	*	1		*	1		*	*	
Asian	38	28		2	0		5.3	0.0	
Filipino	*	1		*	1		*	*	
Hispanic or Latino	35	35		3	0		8.6	0.0	
Did not Report									
Pacific Islander	*	1		*	1		*	*	
Two or More Races	43	46		0	1		0.0	2.3	
White	272	243		11	9		4.0	3.8	
Male	202	191		6	7		3.0	3.7	
Female	200	176		11	4		5.5	2.3	
English Learners	48	33		4	0		8.3	0.0	
Students with Disabilities	39	36		3	1		7.7	2.8	
Socioeconomically Disadvantaged	37	42		2	2		5.4	4.9	
Migrant									
Foster	*			*			*		
Homeless									
Kindergarten	64	71		1	6		1.6	8.5	
Grades 1-3	176	157		7	4		4.0	2.6	
Grades 4-6	162	139		9	1		5.6	0.7	
Grades 7-8									
Grades K-8	402	367		17	11		4.2	3.0	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	402	367		17	11		4.2	3.0	

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
327	**11.3**	**11.0**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	36	11.0
Socioeconomically Disadvantaged	37	11.3
Students with Disabilities	45	13.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.5
American Indian	2	0.6
Asian	27	8.3
Filipino	3	0.9
Hispanic	37	11.3
Two or More Races	37	11.3
Pacific Islander	2	0.6
White	212	64.8

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students
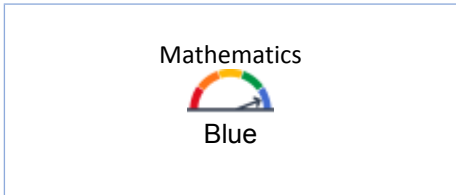
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Chronic Absenteeism Green	Suspension Rate Green
Mathematics Blue		
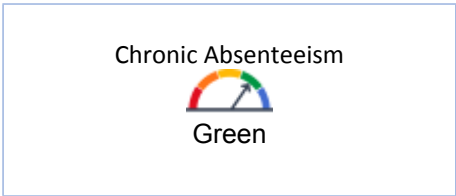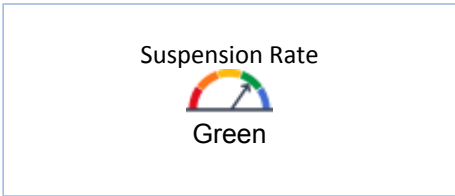
Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
62.5 points above standard	46 points above standard	0 Students
Declined -7.9 points	Increased ++14 points	
150	16	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	3.4 points above standard	22.5 points above standard
	Maintained ++0.9 points	Declined -3.2 points
	16	26

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	50.9 points above standard	0 Students
		Declined -3.6 points	
4		11	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Green
43.4 points above standard	66.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	68.9 points above standard
Declined Significantly -17.9 points	Increased Significantly ++16.2 points	2	Declined -9.1 points
16	19		98

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	81.1 points above standard	60.8 points above standard
4	Increased ++5.8 points	Declined -13.3 points
	12	122

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

School and Student Performance Data

Academic Performance
Mathematics

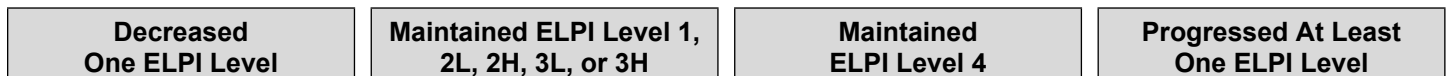The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	
62.3 points above standard	40.7 points above standard	
Increased ++8.5 points	Increased ++9.6 points	
150	16	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color	No Performance Color
	8.6 points below standard	7.4 points above standard
	Maintained ++2.6 points	Maintained -1.2 points
	16	26

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		No Performance Color 62.6 points above standard Increased Significantly ++33.3 points 11	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 27.7 points above standard Declined -13.1 points 16	No Performance Color 81.7 points above standard Increased Significantly ++39.2 points 19	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Blue 65.9 points above standard Increased ++5 points 98

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 4	71.4 points above standard Maintained -0.5 points 12	60.2 points above standard Increased ++5.3 points 122

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color

making progress towards English language proficiency

Number of EL Students:

Performance Level: No Data
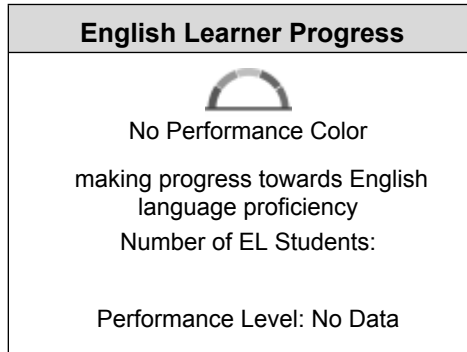
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Continue to work to meet the needs of English Learners

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	0	2
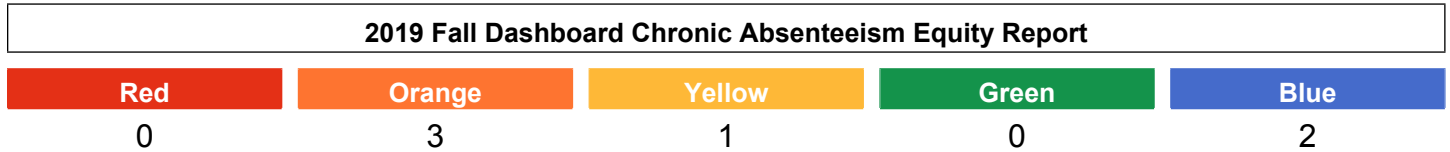
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
3.3	5.1	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.2	Increased +5.1	0
337	39	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	12.8	3.6
0	Increased +7.9	Increased +0.9
	39	55

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	7.4	Less than 11 Students - Data Not Displayed for Privacy
6	2	Increased +7.4	4
		27	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Blue
10.5	2.4	Less than 11 Students - Data Not Displayed for Privacy	1.4
Increased +10.5	Maintained +0.2	2	Declined -2.4
38	41		217

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

School and Student Performance Data

The performance levels are color-coded and range from lowest-to-highest performance in the following order:
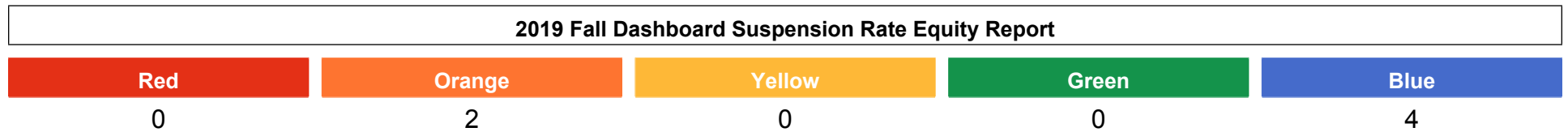
Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	0	4

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	
0.3	0	
Increased +0.3	Maintained 0	
343	39	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Blue	Orange
	0	1.8
	Maintained 0	Increased +1.8
	39	55

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not	Less than 11 Students - Data Not	0	Less than 11 Students - Data Not
6	2		4
		Maintained 0	
		28	

Hispanic	Two or More Races	Pacific Islander	White
Orange	Blue	No Performance Color	Blue
2.6	0	Less than 11 Students - Data Not	0
		2	
Increased +2.6	Maintained 0		Maintained 0
38	41		222

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.3

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA/LCAP GOAL:
LCAP Goal 1: Balanced Learners - All students will learn in an environment that fosters social-emotional well-being, equity, global perspectives and awareness through inquiry- and project-based instruction.
SCHOOL GOAL #1:

Ensure continuous improvement, achievement and equitable access in all content areas (math, ELA, science, social science, visual and performing arts and physical education) for all students.
    • Maintain academic achievement in English Language Arts (ELA) and mathematics at or above the rate of similar schools in Mill Valley
    • Narrow the achievement gap
Address achievement and opportunity disparity between subgroups
    • State Assessments
80% of students will meet or exceed ELA standards on State assessments
 	
82% of students will meet or exceed math standards on State assessments
    • Local Assessments
95% of students will meet or exceed ELA standards on local reading benchmark assessments

Data Used to Form this Goal:
CAASPP and local assessment data
Findings from the Analysis of this Data:
Continue to work to meet the needs of individual students and student groups
How the School will Evaluate the Progress of this Goal:
Ongoing data analysis and reflection on practices

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Examine data by grade level and in vertical articulation meetings throughout the year and identify areas of needed improvement.	Ongoing	Principal, Staff	Grade level meetings and Staff Meetings		District Funded	
Develop best practices that target instruction in specific curriculum areas.	Ongoing	Principal, Staff	Meetings and Professional Development		Other	
Use and develop formative assessments that inform instruction and further student learning.	Ongoing	Principal, Staff	Meetings		District Funded	
Provide release time for data analysis, planning and developing supports for students with needs.	Ongoing	Principal, Staff	Time - Substitute Costs 6 Substitutes		Other	1,140

Planned Improvements in Student Performance

<u>School Goal #2</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Intervention
LEA/LCAP GOAL:
LCAP Goal 1: Balanced Learners - All students will learn in an environment that fosters social-emotional well-being, equity, global perspectives and awareness through inquiry- and project-based instruction.
SCHOOL GOAL #2:
Develop and implement consistent schoolwide policies, support systems and accommodations to address academic, behavioral and social-emotional needs.   - Develop a multi-tiered system of supports   - Develop and implement a schoolwide behavior and discipline policy   - Foster an environment where students feel safe and connected to school
Data Used to Form this Goal:
Survey data, CAASPP and District assessments
Findings from the Analysis of this Data:
Continue to develop and enhance programs that meet the needs of all students
How the School will Evaluate the Progress of this Goal:
Ongoing data analysis and reflection on practices

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Establish policy, practice and procedures related to tiered intervention to remediate academic skill deficits. Implement screening, progress monitoring, and data-based decision making for instruction and movement within a multilevel system.	Ongoing	Principal, Staff	Meeting Time Meeting Time		District Funded District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide strategic supplemental print and digital literacy content (Lexia, Learning A-Z, LLI).	Ongoing	Principal, Staff	Licenses - Lexia $46 each		District Funded	
Offer teachers professional development and develop a research-supported menu of accelerative practices to select from that result in substantial academic achievement gains for students who possess demonstrated achievement or potential ability beyond their grade-level peers.	Ongoing	Principal, Staff	Professional Development		Other	
Explore different approaches to discipline (Professional development) - Responsive Classroom and Restorative Justice.	Ongoing	Principal, Staff	Professional Development		Other	
Develop clear expectations for behavior.	Ongoing	Principal, Staff	Meeting Time		District Funded	
Conduct regular classroom meetings/assemblies that emphasize and reinforce schoolwide policies and expected behavior.	Ongoing	Principal, Staff	Assemblies		Parent-Teacher Association (PTA)	1,000
Identify expected behavior in different areas of school. Create a visual to be posted in classrooms and shared with families.	Sept 2020	Principal, Staff	Meeting Time		District Funded	
Share policy and practices with all stakeholders.	Dec 2020	Principal, Staff	Meetings		Other	
School counselor to develop a whole school policy re. SEL.	Dec 2020	Principal , M. McClung	Time and Meetings		District Funded	
Identify and implement a common schoolwide language for SEL tools (Toolbox, Zones of Regulation, Responsive Classroom).	Dec 2020	Principal, Staff	Meetings		District Funded District Funded	
Organize classroom meetings and assemblies with a focus on SEL.	Ongoing	Principal, Staff	Assemblies		Parent-Teacher Association (PTA)	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold at least one SEL Parent Education event.	Spring 2021	M. McClung	Family/School Partnership Parent Education and Engagement		Other	100
Identify and purchase read alouds that demonstrate expected behaviors and address social-emotional needs.	Dec 2020	Principal, Staff	Books		Other	500
Establish a conflict management program. Train students to guide disputing students through a mediation process. Paint a Peace Path on the playground as a conflict resolution tool to shift the focus back to student empowerment. Install a Buddy Bench.	Fall 2020	M. McClung + 1	Stipend $300/teacher/year		District Funded	600

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Globally Minded Citizens
LEA/LCAP GOAL:
LCAP Goal 1: Balanced Learners - All students will learn in an environment that fosters social-emotional well-being, equity, global perspectives and awareness through inquiry- and project-based instruction.
SCHOOL GOAL #3:
Develop globally minded citizens beginning at the school, community, and local levels.   - Embed the attributes of the Mill Valley Learner Profile into the curriculum   - Promote STEM/Design Thinking activities
Data Used to Form this Goal:
Survey and observations
Findings from the Analysis of this Data:
Continue to develop and enhance programs that address a positive school environment
How the School will Evaluate the Progress of this Goal:
Ongoing data analysis and reflection on practices and student work

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Bulletin Board ideas dedicated to the Learner Profile attributes and Design Thinking.	Ongoing	Staff	Learner Profile and Design Thinking visible throughout the school		District Funded	
Map out a yearly plan to address Learner Profile Attributes.	August 2020	Principal, Staff	Meeting		District Funded	
Incorporate Learner Attributes into Monday Morning Messages.	Ongoing	Principal	Raise awareness of Learner Profile		District Funded	
Integrate Learner Profile attributes into the curriculum.	Ongoing	Staff	Grade Level Meeting/Collaboration		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Devise a system to recognize students who display attributes of the Learner Profile.	August 2020	Principal, Staff	Meeting		District Funded	
Identify and purchase read alouds that are dedicated to the Learner Profile attributes and Design Thinking.	Dec 2020	Staff, Parents	Books	Other		200
Develop Specialists' Art, library, PE, etc. projects focused on the Learner Profile attributes and Design Thinking.	Ongoing	Class Teachers and Specialist Teachers	Grade Level Meeting		District Funded	
Explore global and local opportunities for student action and community service - Identify and establish at least one service learning projects at each grade level.	Dec 2020	Principal, Staff	Research and share local and global opportunities with the school through newsletters, website, Student Council		District Funded	
Develop a Maker Space.	Dec 2020	Principal, STEM Coordinator	Purchase furniture and supplies	Other		5,000
Continue to investigate opportunities to implement more green initiatives to develop environmental stewardship through reducing, reusing, composting, and recycling efforts.	Ongoing	Green Team	Work with local organizations, meetings and supplies		Parent-Teacher Association (PTA)	500
Develop a Garden and Wetlands Curriculum that integrates NGSS standards.	June 2021	Melissa Gayle, Staff	Time		Parent-Teacher Association (PTA)	
Utilize project-based learning to enhance global mindedness.	Ongoing	Staff	Collaboration, Grade level meetings		District Funded	

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Professional Growth
LEA/LCAP GOAL:
LCAP Goal 2: Supported Staff - Attract, develop, and retain excellent staff in a quality work environment
SCHOOL GOAL #4:
All teachers will demonstrate growth in professional standards and participate in effective professional development (PD) and learning opportunities. • STEM • Embody a culture of innovation to drive continuous improvement through the use of data from a variety of sources • Behavior Management • Remote Learning - Technology
Data Used to Form this Goal:
Survey and observation
Findings from the Analysis of this Data:
It is critical to train and support educators as inspired and informed staff influence student achievement.
How the School will Evaluate the Progress of this Goal:
Feedback and observations

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Assign a STEM/Design Thinking Coordinator.	August 2020	Principal	Stipend for STEM Coordinator		District Funded	600
Create a PD/Leadership team.	Sept 2020	Principal	Stipend - $45/per hour		District Funded	
Provide ongoing professional development in the area of STEM/Design Thinking/Project Based Learning, assessment, behavior management.	Ongoing	Principal, Staff	Professional Development		Other	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Form a committee to help with design and development of STEM curriculum, instruction, ideas.	Ongoing	STEM Coordinator	Meetings		District Funded	
Implement Professional Book Clubs.	Ongoing	Principal, Staff	Books		Other	
Establish a protocol and timeline for teachers to participate in classroom visits (Learning Walks) and peer observations.	Fall 2020 - Spring 2021	Principal	Substitute costs for 2 learning walks for classroom teachers Fall and Spring		Other	4,560
Create opportunities and establish systems to share good practice and new learning.	Ongoing	Principal, staff	Grade Level Meetings, Staff Meetings		District Funded	

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	1,200.00
	Other	11,500.00
	Parent-Teacher Association (PTA)	2,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,140.00
Goal 2	3,200.00
Goal 3	5,700.00
Goal 4	5,160.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kimberley Russell	X				
Dan Guliasi		X			
Nikki Borella		X			
Erika Jensen		X			
Monica Tasso			X		
Ines Lehman				X	
Megan Heller				X	
Danae Gamble				X	
Lisa Lund				X	
Alejandra Petterson				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	**N/A**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.