

Strawberry Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

| School Contact Information | |
|-----------------------------------|------------------------------|
| School Name | Strawberry Elementary School |
| Street | 2311 Horseshoe Drive |
| City, State, Zip | Santa Rosa, CA 95405 |
| Phone Number | 707 526-4433 |
| Principal | Josh Wilson |
| E-mail Address | Josh.wilson@bvusd.org |
| Web Site | www.bvusd.org |
| CDS Code | 6098248 |

| District Contact Information | |
|-------------------------------------|--------------------------------------|
| District Name | Bennett Valley Union School District |
| Phone Number | 7075422201 |
| Superintendent | Susan D. Field, Ed.D. |
| E-mail Address | sue.field@bvusd.org |
| Web Site | www.bvusd.org |

School Description and Mission Statement (School Year 2016-17)

Welcome to the Bennett Valley Union School District!

The Bennett Valley Union School District has a long, rich history of excellence in education and community involvement. The district was born in 1853. Originally it was called the Santa Rosa District and was located near present-day Galvin Park. It was named the "Bennett Valley District" in 1942. The Strawberry District, 1857-1952 was the other nearby district, named for the wild strawberries in the area. The two districts merged in 1952 and became the Bennett Valley Union School District.

The district's schools are located in southeast Santa Rosa in quiet, residential neighborhoods, combining the best of rural and suburban settings. Our district serves approximately 1,000 students from pre-kindergarten through sixth grade on its two campuses. Yulupa School serves our transitional kindergarten through third grade students and also offers an on-site preschool in the Bennett Valley Child Development Center provided by the 4 C's Community Child Care Council. Strawberry School serves our fourth through sixth graders. Both schools have on-site childcare run by the YMCA. In 2014-15, we began our partnership with the Boys and Girls Club of Central Sonoma County to provide a new, after school homework center and academic enrichment program.

The Bennett Valley Union School District is one of the top-performing districts in the Sonoma County. Both schools have earned Academic Performance Indicator Rankings of over 890 and both have been redesignated as Distinguished Schools by the State of California. Nevertheless, our work in the district is never done. We are committed to making continuous improvement in our curriculum and programs.

During my 26 years working for the Bennett Valley Union School District, first as Principal of Strawberry Elementary School (1991-1994) and as District Superintendent since 1994, I've seen our community persevere through many challenging times and challenging budgets. In my opinion, there are three keys to what makes our district successful.

The first key is the consistency throughout our district and throughout the years: top-notch teachers, innovative programs, intentional and focused staff training, high curriculum standards, and consistent leadership. Our academic curriculum encourages students to learn, reinforce, and apply their learning throughout the core subjects. Our academic support programs provide a carefully woven and planned fabric of support designed to challenge and meet the needs of all students at all academic levels. Both schools have fully-staffed technology labs and multi-media learning center/libraries, each with extensive collections of over 15,000 titles appropriate to the students in the grade levels served. Several remedial and enrichment opportunities exist on both campuses.

The second key is caring. I marvel at our teachers' legacy of commitment to their students and profession. Our teaching and support staff are unbelievable. In addition to being enthusiastic about children and learning, they work extremely well together as a team making important decisions about allocation of resources, and are committed to ensuring that the district mission and vision are realized--to nurture all students to achieve to the fullest measure of their potential! Our staff is relentless in its work to ensure the success of each student. Their excellence never rests nor diminishes!

The third key is partnership. Extensive collaboration prevails district-wide. We have a joint School Site Council with faculty, staff, and parent members from both schools; and two district-wide 501 (c) 3 non-profit parent organizations—the Bennett Valley Alliance of Parents and Teachers (BVAPT) and the Bennett Valley Education Foundation (BVEF). Volunteerism is encouraged and the support of the community has always been strong. Our parents want their children to go to school in a safe environment with a comprehensive and enriched academic curriculum where student growth and education is nurtured, and they participate fully in the process. Thanks to the Bennett Valley Education Foundation (BVEF), our curriculum includes visual and performing arts lessons provided to all classes by both professional artists and trained docent parents who volunteer in our Art Docent program. The BVEF provides support for the extracurricular band and chorus programs as well. The Bennett Valley Alliance of Parents and Teachers (BVAPT) raises needed funds to provide a well-rounded enriched curriculum to all students which includes assemblies, field trips, technology, and the educational materials needed to bring the curriculum to life.

The Bennett Valley Union School District is a wonderful place for the entire school community - especially children!

In this document, we are pleased to offer you comprehensive information about our programs, human resources, facilities, and budget. The School Accountability Report Card (SARC) is a reporting document required under the Proposition 98 Educational Accountability System signed into law in 1998 to allow parents, the Department of Education, and taxpayers to compare an annual snapshot of schools. This edition reports on the 2015-16 school year. The information in this report, combined with other required reports described below, offers a comprehensive look at our schools and programs:

The Single Plan for Student Achievement is a planning document required by the State which includes school goals, activities, and expenditures for improving academic performance of students to the proficient level and above, delineating actions and categorical funding required for program implementation. This document includes the budget, student performance data, and programs. It is entitled "A Focus on Results, End of Year Reports, and Single Plan for Student Achievement" and available on our website: www.bvUSD.org. To reduce redundancy, we combine our Single Plan for Student Achievement and our required Local Educational Agency (LEA) Plan. Per the Federal "No Child Left Behind" law, districts use the LEA plan to describe the actions they will take to ensure that they meet federally required performance goals.

Local Control Accountability Plan (LCAP): The LCAP was first required in 2014 to detail how districts will use the funding provided in the state's new Local Control Funding Formula (LCFF) to address the state's 8 priority areas: Basic Services, Student Achievement, School Climate, Student Engagement, Implementation of Common Core Standards, Parent Involvement, Course Access, and Other Student Outcomes.

All three of these documents are posted on our website and available to parents and community members in an attempt to further the partnership that makes our schools strong. Please feel free to contact me with any concerns or ideas that will help make the educational experience of our children the best it can be.

Dr. Sue Field, Superintendent

Purpose, Mission and Vision

The fundamental purpose of the Bennett Valley Union School District is to educate young people with the highest possible quality instruction and to nurture students' intellectual, physical and social growth, helping each to achieve to his/her highest potential.

Mission and Vision: The mission of the Bennett Valley Union School District is to deliver a superior educational experience to each child by working relentlessly to ensure student mastery in the fundamental skills they will need for their continuing education and life. We provide many opportunities for all students to apply and use their knowledge in successful and meaningful ways. Within a learning climate that encourages innovation and creativity, children are nurtured to learn a broad-based academic and extended curriculum necessary for their continuing and future success. Our vision is inspired by Hodding Carter: We endeavor to give our children roots, the academic foundation, self-concept, and positive attitude upon which success in school depends. At the same time, we give our students wings— the thinking skills, creativity, flexibility, enthusiasm and broad world view to soar beyond the commonplace.

Our Partnership for Excellence has 4 Perpetual Goals. Annual goals, objectives and action plans are written to address specific areas of need within these broader goals:

- Goal #1: Create and maintain a high performance organization based on mutual respect, courtesy and professionalism
- Goal #2: Work in partnership to assist each student in making measurable progress each school year
- Goal #3: Maintain fiscal integrity

- Goal #4: Develop and maintain a community outreach program

Vision for Technology: The Bennett Valley Union School District will provide technological resources and experiences for its students, parents, faculty, staff, and administration in preparation for the workplace and life long learning in the twenty-first century. Our vision is to utilize computers and other educational technology as a natural and integral part of learning and teaching, and as a part of student performance data analysis, communication with parents, staff and all stakeholders. To that end, each classroom is equipped with a data projector, digital camera, sound system, teacher laptop, wireless teacher microphone, and student computers. The Computer Labs are fully staffed and have full class sets of high quality computers for students for their use during their weekly curriculum-integrated technology lessons and at other times during the school week. Both libraries also have computers for book searches, research, and to take Accelerated Reader tests.

Strawberry School

Mr. Scott Humble was the principal of Strawberry Elementary School during the 2015-16 school year and the nine prior years. He retired at the end of the 2015-16 school year. Josh Wilson is the new principal of Strawberry School. The description of Strawberry School below represents a collaboration of both principals.

At Strawberry Elementary School, our mission is to increase the knowledge, the skills, and the well-being of every student through a school-wide commitment that assures safety, instills respect, and both models and requires responsibility. Our highest priority is to develop independent, life-long learners who seek to learn and enjoy learning, aspiring to their personal best in an intermediate-grade school setting designed to provide them with the support, the foundation, the self-discipline, inventiveness, and creativity they need to succeed in middle school, high school, college and/or careers. We honor and demonstrate respect for the human dignity and the immanent worth of each individual involved in our school community. We value the diversity of our community and we work synergistically with the families of our students to provide the opportunities and educational support each student needs.

Strawberry School serves fourth, fifth, and sixth grade students in a safe, respectful, supportive, engaging, purposeful, and challenging environment that is conducive to the highest achievement and best learning for our students. Our comprehensive curriculum is integrated to allow students to apply and reinforce their learning throughout the core subjects and beyond. All students are provided a rigorous, standards-based academic program in language arts, mathematics, science, history/social studies, physical education and visual and performing arts. Strawberry School students have the opportunity to participate in an active Student Council, social interaction groups (Lunch Bunch with the counselor, counseling interns, or other trained staff), and a library club as well as in academic competitions such the County Spelling Bee (which students from Strawberry School have recently won twice), the National Geographic Geography Bee, the County Chess Tournament (annually hosted by our school), and the Lego Robotics Tournament. Other opportunities include lunchtime intramural sports programs called "noon league" with basketball, soccer, and softball, an interscholastic 4th - 6th grade basketball league for boys and girls (two teams of each), band, chorus, flag and shield team programs, and a rich program in the arts, including dance, music, and visual arts. After-school program offerings for GATE students include Spanish, French, painting, ceramics, technology/computer coding, videography, robotics, and science. Additional classes in art, chess, cooking, and drama are offered through the Parks and Recreation Department and other youth-oriented community groups and individuals.

Students are taught environmental stewardship. They participate in "Walk and Roll to School" days during which they learn to be safe while providing self-powered transport to and from school on bikes, skateboards, skates, or scooters. Each year the fourth and fifth grade classes have instruction on bicycle and pedestrian safety. The fourth graders all have a day of hands-on training about bicycle safety during a Bicycle Rodeo near the end of the year. The sixth grade participates in an intensive hands-on study of early humans and in a four-day environmental studies field trip at Walker Creek Ranch in Marin County each year.

Strawberry School students thrive—achieving personal growth in a safe and supportive atmosphere where their progress and success is frequently monitored, acknowledged, and celebrated. We measure success through our evaluation of the whole child—the academic progress, the growth in responsibility, and the good citizenship that the students learn and practice. The State testing program, the DIBELS reading and comprehension tests, and teacher- and publisher developed assessments help measure student progress toward state and national targets in English/Language Arts, Math, Science, History, and Physical Education. Teachers analyze student performance data from several sources for each of their students throughout the school year as well as at the beginning and end of each year to help determine areas in need of attention and to design ways to maximize student progress.

Students are screened for reading fluency and comprehension a minimum of three times per year, and much more frequently if they fall below proficiency standards. Specific educational interventions to meet students' identified needs are provided through a Response to Intervention (RtI) program of targeted assistance in reading and through assessment and remediation in the classroom in both language arts and mathematics. In addition to measuring their improvement on quantifiable objective measures, student progress is measured through the use of complex long-term projects that require a high degree of problem-solving, effort, creativity, and scholarship. The staff participates in researching new textbook adoptions and works hard to move instruction to Common Core.

Strawberry School first became a California Distinguished School and Nationally distinguished school in the 1980's. The Distinguished School status was again achieved in 2006 and again in 2012. Strawberry was awarded the State's new Gold Ribbon Award for Excellence, the Title 1 Schools Award and the Arts Education Award. Scott Humble received the Sonoma County Administrators' Association's: Elementary Principal of the Year/LifeTime Achievement Award in 2016. We have maintained the programs and the high achievement that qualified us for the distinguished designation.

The California Healthy Kids Survey, two locally developed surveys, and many LCAP response opportunities were given to parents and other members of the school community to help us obtain information about their perceptions of all of our programs and how to improve them. Our entire staff--teachers, paraprofessionals, maintenance and operations, playground supervisors, and administration continues to provide the expertise and the caring environment that help our students maximize their gifts and achieve their personal best success. Our whole school community--committed staff, parents, our two amazing non-profit parent organizations, along with the well-prepared students we receive from our partner school, Yulupa Elementary--combine their educational energy and enthusiasm to create an enjoyable and productive learning environment for all students--an atmosphere and a group of people of which we are all justifiably proud.

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 4 | 147 |
| Grade 5 | 151 |
| Grade 6 | 143 |
| Total Enrollment | 441 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|--|------------------------------------|
| Black or African American | 2.3 |
| American Indian or Alaska Native | 0.2 |
| Asian | 3.6 |
| Filipino | 1.1 |
| Hispanic or Latino | 16.8 |
| Native Hawaiian or Pacific Islander | 1.4 |
| White | 66.7 |
| Two or More Races | 7.5 |
| Socioeconomically Disadvantaged | 17 |
| English Learners | 9.3 |
| Students with Disabilities | 8.4 |
| Foster Youth | 0.2 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 19 | 19 | 17 | 51 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|---|---------|---------|---------|
| 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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

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

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

Year and month in which data were collected: September 2014

There is an adequate supply of high-quality materials for all students. All students, including English Learners, have access to their own textbooks and instructional materials, to use in class and to take home. The texts are State Board-approved and standards-aligned. We adopted new standards-aligned texts, "California Treasures" from McMillian McGraw Hill in 2011. We are very satisfied with the program for K-5. We needed to exchange the sixth grade elementary program for the sixth grade middle school version to begin the 2012-13 school year. The program has been showing great results in student learning! For 2015-16, we will be adopting new common-core standards aligned math texts and materials.

We have a wonderful visual and performing arts program that does not include a textbook. Working artists provide visual and performing arts lessons in each class. We also have a before-school band and chorus program for Strawberry students. The program is sponsored by our Bennett Valley Education Foundation and parents.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------------|--|----------------------------------|---|
| Reading/Language Arts | McMillan McGraw Hill's Treasures Language Arts 2011-12 + novels and SRA Spelling Mastery | Yes | 0 |
| Mathematics | Eureka Math 2015-16 | Yes | 0 |
| Science | Scott Foresman (4-5) 2007; Houghton Mifflin (6th) 2008 | Yes | 0 |
| History-Social Science | Scott Foresman (4-5) 2007; Harcourt (6th): 2007 | Yes | 0 |
| Health | Glencoe/McGraw-Hill Health Series (4-6), 2001 Healthy You (4-5); Teen Health (6th) | Yes | 0 |
| Visual and Performing Arts | We offer visual and performing arts via actual professional artists--Artist in Residence--technique, critique, art history and art process; multicultural music, movement and dance; art docents, and an extra curricular band and chorus program (Not textbook based) | | |

School Facility Conditions and Planned Improvements (Most Recent Year)

District Facilities: Yulupa School, our TK-3rd grade school, was built in 1976 and dedicated on October 3, 1976. Strawberry School, our 4th-6th grade school, opened in 1977. The District's Facilities Improvement Plan is continually maintained and updated with both long and short-range goals resulting in districtwide facilities and grounds that are safe, attractive, and conducive to student learning in today's society. All classrooms and libraries are wired and networked appropriately to make use of the latest educational technology. Solar power throughout both schools provides the majority of our electricity needs. Buildings take advantage of the latest advances in energy efficiency in lighting, heating/air conditioning, roofs, and meet the Americans with Disabilities (ADA) Act mandates. Classroom layouts facilitate grade-level teaming to support teaching and learning. The facilities are clean and in good repair. Adult and student restrooms and all toilets and urinals are kept operational. Older restroom facilities at Strawberry were modernized in 2004.

The State Williams lawsuit generated additional requirements for California's school districts. Districts must now be more specific in reporting the condition of their facilities. In the Bennett Valley School District our facilities are in good shape. They are well-maintained. Repairs are handled in a timely fashion. Our Facility Improvement Plan has been almost fully implemented with recent renovation, modernization, and maintenance improvement. Our school facilities and playgrounds were audited by Redwood Empire Schools Insurance Group (RESIG, our insurance joint powers authority) for safety during the 2015-16 school year. Our playgrounds meet current safety standards and all of RESIG's recommendations were implemented.

Our District custodial and maintenance staff for 2015-16 included four full-time custodians, 1 full-time landscaper, 1 full time assistant landscaper/custodian, and a full-time Director of Maintenance and Operations. Since we have added significant square footage to Yulupa's campus, beginning 2014-15, we added back the position of Assistant Groundskeeper/Custodian that had been cut during the State's fiscal crisis. The custodians empty the trash and vacuum classrooms daily and clean the sinks twice per week or more if needed. On a weekly basis, they clean the chalk/white boards. Every summer, the carpets are cleaned (new carpets take steam without soap), hard floors are waxed, chairs are power-washed, and desks are waxed.

The district has made several major improvements in its facilities in the past 10 years. In November 2010, the District's voters passed Measure J, a 10.6 million dollar general obligation bond that has permitted us to replace Yulupa's aging temporary/portable classrooms, construct a new multipurpose room, remodel the former multi-use room into a new library, remodel the former library into a Learner Center complex, and at both sites, install solar panels and renovate PE facilities. In addition, we renovated three thirty + year old portables and created a new District Office Complex, moving from the aging District Office portable. These projects began during the spring of 2011 and were completed in spring 2013. In 2014, the removal of the old District Office portable and expanded parking were completed.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: 1/29/16 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | We added security cameras to the schools in summer 2014. |
| Structural: Structural Damage, Roofs | X | | | Roof repairs were completed at Strawberry during the 2013-14 school year. There is one roof that needs repair during the 2016-17 school year. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | New swings--seats and chains were installed to replace the old swings in December 2013. |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 1/29/16 | | | | |
|---|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | X | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---------------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 60 | 60 | 60 | 63 | 44 | 48 |
| Mathematics | 48 | 48 | 50 | 53 | 34 | 36 |

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 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|--|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 4 | 144 | 140 | 97.2 | 54.3 |
| | 5 | 152 | 148 | 97.4 | 58.8 |
| | 6 | 142 | 139 | 97.9 | 66.2 |
| Male | 4 | 73 | 71 | 97.3 | 45.1 |
| | 5 | 82 | 79 | 96.3 | 53.2 |
| | 6 | 78 | 77 | 98.7 | 58.4 |
| Female | 4 | 71 | 69 | 97.2 | 63.8 |
| | 5 | 70 | 69 | 98.6 | 65.2 |
| | 6 | 64 | 62 | 96.9 | 75.8 |
| Hispanic or Latino | 4 | 30 | 29 | 96.7 | 37.9 |
| | 5 | 21 | 20 | 95.2 | 60.0 |
| | 6 | 22 | 22 | 100.0 | 27.3 |
| White | 4 | 93 | 91 | 97.8 | 58.2 |
| | 5 | 103 | 100 | 97.1 | 60.0 |
| | 6 | 99 | 96 | 97.0 | 77.1 |
| Two or More Races | 5 | 13 | 13 | 100.0 | 38.5 |
| | 6 | 13 | 13 | 100.0 | 69.2 |
| Socioeconomically Disadvantaged | 4 | 30 | 29 | 96.7 | 17.2 |
| | 5 | 27 | 25 | 92.6 | 48.0 |
| | 6 | 21 | 21 | 100.0 | 47.6 |
| English Learners | 4 | 20 | 18 | 90.0 | 27.8 |
| | 5 | 13 | 13 | 100.0 | 69.2 |
| Students with Disabilities | 4 | 13 | 12 | 92.3 | 25.0 |
| | 5 | 17 | 14 | 82.3 | 28.6 |
| | 6 | 14 | 13 | 92.9 | 7.7 |

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|--|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 4 | 144 | 142 | 98.6 | 50.0 |
| | 5 | 152 | 148 | 97.4 | 41.9 |
| | 6 | 142 | 139 | 97.9 | 52.5 |
| Male | 4 | 73 | 71 | 97.3 | 54.9 |
| | 5 | 82 | 79 | 96.3 | 46.8 |
| | 6 | 78 | 77 | 98.7 | 55.8 |
| Female | 4 | 71 | 71 | 100.0 | 45.1 |
| | 5 | 70 | 69 | 98.6 | 36.2 |
| | 6 | 64 | 62 | 96.9 | 48.4 |
| Hispanic or Latino | 4 | 30 | 30 | 100.0 | 33.3 |
| | 5 | 21 | 20 | 95.2 | 25.0 |
| | 6 | 22 | 22 | 100.0 | 27.3 |
| White | 4 | 93 | 91 | 97.8 | 58.2 |
| | 5 | 103 | 100 | 97.1 | 49.0 |
| | 6 | 99 | 96 | 97.0 | 62.5 |
| Two or More Races | 5 | 13 | 13 | 100.0 | 38.5 |
| | 6 | 13 | 13 | 100.0 | 38.5 |
| Socioeconomically Disadvantaged | 4 | 30 | 30 | 100.0 | 10.0 |
| | 5 | 27 | 25 | 92.6 | 16.0 |
| | 6 | 21 | 21 | 100.0 | 23.8 |
| English Learners | 4 | 20 | 20 | 100.0 | 25.0 |
| | 5 | 13 | 13 | 100.0 | 7.7 |
| Students with Disabilities | 4 | 13 | 12 | 92.3 | 25.0 |
| | 5 | 17 | 14 | 82.3 | 14.3 |
| | 6 | 14 | 13 | 92.9 | 7.7 |

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 85 | 85 | 81 | 85 | 85 | 81 | 60 | 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|--|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 151 | 147 | 97.4 | 81.0 |
| Male | 81 | 78 | 96.3 | 80.8 |
| Female | 70 | 69 | 98.6 | 81.2 |
| Hispanic or Latino | 21 | 20 | 95.2 | 75.0 |
| White | 102 | 99 | 97.1 | 83.8 |
| Two or More Races | 13 | 13 | 100.0 | 84.6 |
| Socioeconomically Disadvantaged | 26 | 24 | 92.3 | 75.0 |
| English Learners | 13 | 13 | 100.0 | 84.6 |
| Students with Disabilities | 16 | 13 | 81.3 | 53.9 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 12.8 | 13.4 | 63.8 |

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

Parental involvement is a hallmark of our district. Parents partner with us to ensure that we are able to deliver the very best education possible for all students. Our comprehensive curriculum includes the visual and performing arts and a fitness based physical education program as well as building a solid foundation in the core academic subjects—Language Arts, Math, History and the Social Sciences, and Science. Parents volunteer in the classrooms, libraries, and in after school programs, present curriculum-integrated art lessons to our classrooms as “Art Docents”, chaperone field trips, serve on advisory committees, and provide leadership and membership on School Site Council, the Bennett Valley Alliance of Parents and Teachers, Bennett Valley Education Foundation, or on the Board of Trustees.

Board of Trustees: The Board is comprised of five members, each serving a four-year term. Members are elected through the general election held in November. Candidates must be California citizens, registered voters, and live within district boundaries. Agendas for the monthly meetings are posted at both schools, the District Office, on the website, and in the monthly Newsletter. The main functions of the Board are to employ and evaluate the superintendent, establish district policy and monitor the budget; and to set and monitor the implementation of annual and long-range goals. To learn more, please call the superintendent at (707) 542-2201.

School Site Council: A joint School Site Council comprised of parents, faculty, staff, and principals from both schools oversees all of the academic support programs, their funding, compliance with federal and state law, and evaluation of those programs. Representatives are elected by their peer groups to serve two-year staggered terms. The Site Council meets one afternoon per month and serves also in a budget advisory capacity to the Board of Trustees and as the LCAP planning committee. The Site Council chairperson can be contacted through either school site. The School Site Council reviews and analyzes student assessment data, receives parent and staff input, and works to determine and to address the needs of all students including English learners, educationally disadvantaged students, gifted and talented (GATE) students, and students with exceptional needs.

Committees for Parents of Students in Academic Support and Enrichment Programs: The English Language Advisory Council (ELAC) is comprised of parents of students in our program for English Learners who meet to review the program, the master plan, the budget, and the student performance and progress of our English Learners. Parents of students in our Title 1 program meet annually to review the program and have designated the Site Council to represent their interests through a designated Title 1 member on the Council. Parents of students in the Gifted and Talent Education Program (GATE) can join the GATE Advisory Council which oversees the GATE program, its budget, and its evaluation with the program coordinators, district superintendent Sue Field.

Technology Committee: The Technology Committee is comprised of staff from both schools. The Committee develops and monitors the implementation of the Technology Plan and student technology curriculum, helps direct and provide technological professional development to staff, troubleshoots and envisions the next phases.

Bennett Valley Alliance of Parents and Teachers (BVAPT): BVAPT is a private, non-profit, charitable corporation that raises needed funds to provide assemblies, field trips, library books, instructional materials as well support for reading, PE, science, faculty allowances, and computer technology. BVAPT organizes community events including the Walkathon, Gingerbread House Night, Sock Hop, Kindergarten Picnic and Family Fun nights. When a prominent district parent and community leader, Dan Peletz, died in 1994, the Daniel L. Peletz Educational Park Committee was incorporated to turn the area surrounding Yulupa School into an educational park. Today the park contains several study-sized specialty areas that mirror the many ecosystems of Sonoma County. Once the park was completed in 2002, the charter was turned over to the BVAPT. The BVAPT may be contacted through either school.

Bennett Valley Education Foundation (BVEF): BVEF is a private, non-profit corporation that generates revenue through our Legacy Tile Nights, Valley of the Arts auction (launched in April 2009), and the annual contribution campaign. Additionally, BVEF funds allow for curriculum-integrated art docent lessons provided by trained parent volunteers. The Foundation funds a portion of the cost of our Band and Chorus programs at Strawberry School along with the parents of the musicians and the Eagles’ Music Boosters. Our Eagles’ Music Boosters is a group of volunteers that raise funds to offset the cost of band and chorus. BVEF members can be contacted through the District Office. You can get involved in any of our volunteer organizations by calling the contact person listed, the superintendent, or either of the school principals. For information on how to get involved, please call Yulupa School’s principal John Eberly at (707) 542-6272 or Strawberry’s principal, Josh Wilson at 707 526-4433.

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 1.8 | 0.5 | 0.5 | 2.3 | 0.5 | 0.8 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

School Safety Plan (2015-16): The Comprehensive School Safety Plan and the Emergency Preparedness plans are updated annually. Before school begins each year, all district employees receive training and copies of the plans. In August 2008, all employees received a comprehensive training in the National Incident Management System (NIMS) and the State Emergency Management System (SEMS). Each August thereafter, all employees receive review training in NIMS and SEMS and in specific elements of the plan. Additionally, all employees receive certification training in CPR and First Aid every other year, and update training in the off years. In 2015, we began a new on-line training program called Targeted Solutions. All staff members participated in the trainings that were required for their positions.

Our Emergency/Disaster Preparedness plan is updated annually and is compliant with both state and federal requirements and includes disaster preparedness, emergency protocols (per NIMS and SEMS), the comprehensive school safety plan [required by Title IV] and a host of policies and procedures designed to keep our schools, students and staff safe. All district employees attend annual mandatory trainings in a variety of first aid and safety topics including: blood-borne pathogens, anaphylactic shock, CPR, first aid, safety in the workplace, Active Shooter Response, and disaster preparedness.

Eleven of our employees were certified in 2006 as community emergency responders and helped train the rest of the staff in key aspects of disaster response: search, rescue, triage, first aid, fire suppression, etc. The Comprehensive School Safety Plan was re-reviewed and approved by Site Council in January 2016 and by the Board of Trustees in February 2016.

There are annual incidents of vandalism and graffiti, and occasional incidents of theft. The Leadership Team analyzes these incidents and implements plans to make the schools safer. In 2014, security cameras were added to both schools to protect the solar arrays and enhance school safety. A new emergency text notification system was activated in December 2014.

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 2016-17)

| Indicator | School | District |
|--|--------|-----------|
| Program Improvement Status | | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement* | | |
| Number of Schools Currently in Program Improvement | N/A | 0 |
| Percent of Schools Currently in Program Improvement | N/A | .0 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14 | | | 2014-15 | | | 2015-16 | | | | | |
|-------------|-----------------|-------------------|-------|---------|-----------------|-------------------|---------|-----|-----------------|-------------------|-------|-----|
| | 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+ |
| 4 | 30 | | 5 | | 32 | | 5 | | 32 | | 5 | |
| 5 | 28 | | 5 | | 29 | | 5 | | 29 | | 5 | |
| 6 | 29 | | 5 | | 28 | | 5 | | 28 | | 5 | |

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 2015-16)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | .5 | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | .4 | N/A |
| Social Worker | | N/A |
| Nurse | .4 | N/A |
| Speech/Language/Hearing Specialist | .5 | N/A |
| Resource Specialist | 2 | N/A |
| Other | | 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 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | \$7,115 | \$1,480 | \$5,635 | \$62,271 |
| District | N/A | N/A | \$7,044 | 63547 |
| Percent Difference: School Site and District | N/A | N/A | -20.0 | -2.0 |
| State | N/A | N/A | \$5,677 | \$71,610 |
| Percent Difference: School Site and State | N/A | N/A | -0.7 | -13.0 |

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

Types of Services Funded (Fiscal Year 2015-16)

Our Academic Support Programs to Assist those Struggling to Master Standards

As a result of the new State funding formula, entitled the Local Control Funding Formula (LCFF), the district no longer receives many “categorical” sources of funding. However, we are using supplemental and basic funding to continue to develop, implement, and fund programs to meet the needs of students as determined using the results of multiple assessments of student progress and staff and parent input. Over the years we have developed a deliberate, tightly woven fabric of comprehensive support for all students via our classroom and special support programs. The programs are evaluated at least annually to ensure that they continue to work together, build upon each other, and offer developmentally appropriate, programmatic continuity for students. Our goal is for all students to achieve the fullest measure of their potential in reading, writing, and math, to improve annually, and to meet State and district performance targets:

1. State Tests: To achieve at the "Proficient" or "Advanced" levels in English/Language Arts and Math, and in Science at the fifth grade.
2. On-going assessments conducted throughout the year: DIBELS (Dynamic Indicators of Basic English Literacy Skills), Accelerated Reader, Math Assessments.
3. End of Year District Assessments: To achieve "at" or "above" grade level standards in reading, writing, and math.

Programs: Special Education: The purpose of Special Education programs is to provide a free and appropriate public education that meets the needs of Special Education-eligible students as indicated on their Individualized Education Plan, and to assist each child in achieving to the fullest measure of his/her potential in the Least Restrictive Environment appropriate. Students are eligible for special education when a significant discrepancy exists between the cognitive ability and achievement, and they have a learning or other disability impeding their ability to reach potential.

Objectives:

- Students with special needs have equal access to the curriculum provided for all students.
- The special services received by each special-needs student support his or her participation in the regular program.
- The lessons and assignments received by the students with special needs are as rigorous and challenging for their diagnosed level as those received by all students.

Student work will show that students are experiencing success in learning the skills and concepts of the curriculum, and it will be evident that they feel successful as learners in each curricular area. The regular classroom teachers and those providing special services (school psychologist, school nurse, speech and language clinician, Resources Specialist teachers, Special Day Class teacher) meet regularly to plan and implement each student's program of instruction. Yulupa has one Special Education teacher with two instructional paraprofessionals. Strawberry has 2 Special Education teachers, each with the equivalent of a full day paraprofessional provided by three paraprofessionals. The services of the other specialists are shared based on need.

English Learners: All Bennett Valley teachers have specialty credentials authorizing them to teach English learners in their classes. They provide at least 30 minutes per day of "English Language Development" that can be integrated into the classroom curriculum or done in special groupings with EL students. In addition, both schools have specially trained EL paraprofessionals who work with student either in a "push in" or "pull out" manner to give them "pre-teaching" pre-class exposure to a lesson or classroom reading, then support with the companion work, and post teaching to ensure mastery in addition to explicit English Language Development.

Response to Intervention: In 2007-08, the district began DIBELS assessments to pinpoint areas of need in remediation. Two grade levels (K and 3rd) then piloted proficiency-based grouping for reading intervention. All students, based on their assessments, were placed in groups by proficiency for 40 minutes per day, four days per week to receive specific and targeted instruction designed to remediate deficits of those not achieving proficiency and enhance instruction for those achieving at or above grade level expectations on State standards in Reading. Students were reassessed and regrouped several times throughout the year as indicated by progress monitoring. Students made amazing progress. The pilot was so successful, that we expanded it to all grade levels beginning in 2008-09. Since then, each grade level has tailored the intervention to the need, employing a variety of strategies to do so. Struggling students receive special instruction in decoding, phonics, blends, fluency, comprehension, etc. Those students who are already have mastered standards are participating in extension activities such as higher leveled readers, literature circles, etc. All students are assessed three to four times per year and as determined by grade level teams, may place in "reading exchange groups" (Yulupa) or "Targeted Learning Communities" (Strawberry). These groupings address the diagnosed needs of each child. This district-wide approach has replaced the after-school targeted instructional programs. Rather than the thirteen students per grade level (the maximum number that the after school program could accommodate) each child is receiving instruction at his/ her level and is able to move up through the levels as he/she progresses in the mastery of standards!

Academic Enrichment Programs-- Libraries:

Both schools have Multi-Media Learning Centers (MMLC), also referred to as libraries. Each contains a collection of over 15,000 items including books, videos, magazines, CDs, models, and other multi-media teaching materials. The collection covers the curriculum as appropriate for the grade levels served at the school. The library collection catalog is fully automated and can be accessed via the Internet and from every computer in the district and outside the district. There are multiple student computer terminals and tablets in each library that offer the automated card catalogue, Internet access, and word-processing capabilities. The expanded library and the computer lab share a building complex that allows integration of both programs. Each class has a weekly session in the library. The library program consists of reading stories related to the curriculum or featured authors, library skills lessons, and discussion of holiday celebrations and seasonal events such as Columbus Day, Arbor Day, African-American History and Women's History Months, Earth Day, Constitution Day, Presidents' Days, etc. Every year the students participate in the California Young Reader Medal voting. Each library is staffed by a multi-media specialist for six hours per day.

Computer Technology: The district's comprehensive technology plan includes a specific emphasis on supporting reading instruction, including the use of Accelerated Reader in grades 1-6, and the Follett library system in both school libraries. While technology cannot replace a skilled teacher, the effective use of well-designed technology-based supports can provide additional resources for students, especially those potentially at-risk for reading failure. Currently, the district uses technology to: match student reading levels and text difficulty for supplemental reading using Accelerated Reader; provide assessments to monitor student progress; provide additional differentiated practice in skills, strategies, etc.; provide access to informational and research sources/websites for teacher and students; and enhance communication and promote the sharing of data, problem-solving, etc. among district professionals and parents. First through sixth grade classes visit the computer lab weekly. The curriculum involves appropriate training so that students learn to use technology as a tool for research, writing, assessment, academic skills development and practice, communication, etc. All students have access to computer technology and filtered Internet from each classroom, library, and computer lab. In 2004-05, the Tech Committee, comprised of employees and parents from both sites, updated the Technology plan and resubmitted it to the State. It is due for an update in 2015. Each teacher was required to take an on-line technology assessment to determine staff development needs, and an updated staff development component was developed that endeavors to provide teachers with the training needed to integrate technology as appropriate in the curriculum and use technology to increase efficiency. In August 2005, each teacher was given a lap top computer from our APT and we began the migration from Mac to PC. Both schools have recently acquired wireless Internet. Strawberry has virtual field trip and video conferencing capability. Both schools have computer carts with netbook computers that can be taken to the classroom to allow each student to have a computer on which to work. Our technology plan also includes the use of technology to increase district efficiency in attendance accounting, business services, record keeping, communication, library services, etc.

Gifted and Talented Education (GATE--4th -6th grades): Our GATE program incorporates differentiated instruction and acceleration as appropriate in the regular class, as well as optional after-school enrichment classes. The optional after-school classes offer students opportunities to work with other GATE students on topics of interest (Spanish, French, Science, Art and Community Service, Computer Technology, Computer Coding, Robotics, and Mandarin). Parents of GATE students and their teachers create a Gifted Learning Plan for each GATE-identified student annually. A GATE Advisory Committee meets to review the program, eligibility, budget, and to analyze the annual GATE parent surveys for possible program improvements. Students are eligible for GATE by their achievement on the Structure of the Intellect (SOI) Test per SOI requirements. Those who are close to meeting SOI standards are eligible if they meet 3 additional criteria including superior achievement on state tests and district assessments, teacher recommendation, and performance in class.

Differentiated Instruction: Our objective is to meet the child's unique needs within the regular classroom. Students do not have to be GATE-eligible to have their needs met through differentiated instruction. Teachers receive high-quality professional development training in differentiating the curriculum to meet the needs of all students. Below are a few of the ways our teachers differentiate the curriculum:

Response to Intervention: Reading Exchanges at Yulupa and Targeted Learning Communities at Strawberry (see page 14 for details)

Accelerated Math: Strawberry teachers have devised ways to accelerate the mathematics curriculum as appropriate for students gifted in math who meet entry and continued eligibility requirements.

Accelerated Reading: Accelerated Reader, in addition to our core Open Court program, assesses students' reading levels and prescribes books for them to read at their particular level. A great many of books in the school library are coded by reading levels. After reading a book, students take a test on the computer to assess their understanding of the book they have read.

Writing: The 6 +1 Writing Traits and Writing by Design writing programs teach students to write in a variety of genres and with 7 traits: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation; with a comprehensive assessment matrix that challenges students at all levels to improve.

Projects: Our teachers work very hard to ensure that class projects have application and challenge for students with a wide range of abilities. All students are expected to work to their potential on class projects.

High Expectations: All of our students are expected to apply themselves and to work to their potential.

Local Control Accountability Plan (LCAP): The LCAP was a new requirement for districts. As a result of our 2013-14 LCAP development and stakeholder input processes, the district is funding/implementing the following district priorities for 2015-16 in addition to the programs listed above:

After School Homework Centers at both sites run by district staff that provided a place and assist students in completing homework.

After School Tutoring Center at both sites run by district teachers that provided targeted assistance.

Summer School during the summer 2016 that helped struggling students in Language Arts and Math.

A three part parenting series offered in both English and Spanish by Triple P parenting and the “Firm, Fair and Consistent” publication.

A full time counselor. This, coupled with the services of our counseling interns, has enabled us to offer more needed services to students in the form of individual and small group counseling on a host of topics including friendship, divorce, grief, better school performance, etc.

Increased alternatives to the playground during lunch recess such as “lunch bunch”, chess, library hours, etc. in addition to noon league (at Strawberry).

Continued restoration of the custodial/grounds maintenance position cut during the State Fiscal Crisis.

Continued restoration of the two days of instruction and one day of professional development for teachers lost due to the State Fiscal Crisis.

Enhanced “digital citizenship” curriculum to help students understand and maintain a positive digital footprint.

High quality professional development for teachers in Common Core Math focusing on helping students build a strong conceptual base and procedural fluency in math and to enhance the implementation of Eureka Math.

High quality professional development for teachers in Common Core Language Arts (ELA) and English Language Development (ELD) offered by West Ed. leading to the development of Writing Benchmark Assessments and curricular maps for the full integration of Common Core Standards in ELA and ELD.

Restorative justice model to help families with truant students increase school attendance and engagement with the support of Recourse Mediation Services.

After school fitness program for students with special needs.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$45,369 | \$44,507 |
| Mid-Range Teacher Salary | \$60,262 | \$68,910 |
| Highest Teacher Salary | \$83,573 | \$88,330 |
| Average Principal Salary (Elementary) | \$118,756 | \$111,481 |
| Average Principal Salary (Middle) | | \$115,435 |
| Average Principal Salary (High) | | \$113,414 |
| Superintendent Salary | \$162,783 | \$169,821 |
| Percent of Budget for Teacher Salaries | 40% | 39% |
| 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)

We completed an audit of all teachers and all are “highly qualified” per NCLB regulations. Several have Masters degrees. Ongoing professional development of the school staff is an important part of improving the school

program. Professional development is linked to employee personal professional goals, schoolwide goals, and district goals. All teachers participate in professional development programs during each school year. Teachers work a 186 day calendar with 180 days for student instruction and six professional development days. There are monthly faculty and grade-level meetings for business items, sharing best instructional practices, analyzing student assessment data, etc., in addition to periodic minimum days for collaboration. Starting in 2015-16, every Monday is a minimum day designated for the aforementioned purposes.

All of our teachers have received special certification to teach English learners. New teachers are supported through the assignment of a district mentor teacher and participation in the County Beginning Teacher Support and Assessment (BTSA) program. In addition to the district-provided training, teachers go to workshops and classes provided by the County Office of Education, colleges and universities, etc. Instructional staff members have the opportunity and are encouraged to go to district, union, county or university provided training.

The purpose of staff development is to increase the skills and knowledge of every staff member to enable them to teach all students to master State and District academic learning standards. The district's program of staff development is based on these four tenets, and must:

- Be ongoing, flexible, staff-designed, and research-based
- Result in the design and application of effective problem-solving and organizational practices
- Provide an opportunity for staff to pursue, develop, implement, and evaluate curricular and instructional advancements
- Enhance the capacity of the staff to work cooperatively, and to develop exemplary professional relationships at school and district levels

A review of professional development focus areas by year:

2005-06 professional development was based upon a thorough analysis of student performance. District-wide staff development has been focused on differentiated instruction to meet the needs of ALL students (past workshops have been focused primarily on English Learners and Gifted students), effective classroom management and improvement of school culture via the BEST (Building Effective Schools Together) program, assisting students with difficult behaviors or learning difficulties such as autism, ADHD, bipolar disorder, etc., improving student writing, and the implementation of new texts. Training in technology was provided in optional after school workshops.

2006-07 staff development efforts were focused on the improvement of student writing, implementing best practices in all areas of the curriculum, preparation for the upcoming science textbook adoption.

2007-08 professional development efforts were focused on using research-based assessment to inform instruction, investigating and implementing intervention targeted to assessed needs, differentiated instruction, science and social studies adoptions, improvement of student writing, and preparation for the math textbook adoption.

2008-09 professional development included training in the use of DIBELS and CST data to inform instruction, the development and implementation of proficiency-based groupings in Reading, Math adoption and preparation for Language Arts adoption.

2009-10 professional development included additional training in Response to Intervention, differentiated instruction, and also in emergency preparedness.

2010-11 professional development included the determination for adoption of new language arts texts and preparation for the "Treasures" implementation, Response to Intervention, and working with Special Education students.

2011-12 professional development included training and implementation support for the new Treasures language arts program. Each year all staff members are trained in emergency preparedness and basic first aid. Every couple of years, the district provides certification training for CPR and First Aid for all employees.

2012-13 professional development included common core and 21st century skills awareness

2013-14 professional development included 21st century skills implementation and math common core transition.

2014-15 professional development included a 4 part series in common core math given by Math Solutions.

2015-16 professional development included implementation training for our new Eureka Math program and a comprehensive common core English Language Arts and English Language Development training and a Next Generations Science Kick Off given by West Ed.

2016-17 professional development includes transition training to Next Generation Science Standards training.