

Strandwood Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Strandwood Elementary School
Street	416 Gladys Drive
City, State, Zip	Pleasant Hill, CA 94523
Phone Number	(925) 685-3212
Principal	Dr. Cheri Scripter
Email Address	scripterc@mdusd.org
Website	http://strandwood.mdusd.org/
County-District-School (CDS) Code	07-61754-6004311

Entity	Contact Information
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Robert Martinez
Email Address	martinezr@mdusd.org
Website	www.mdusd.org

School Description and Mission Statement (School Year 2019-20)

Our mission at Strandwood Elementary is to inspire academic excellence, personal growth and responsibility while encouraging each individual to reach their full potential and discover the lasting joy of learning.

Children thrive at Strandwood Elementary because they are honored and supported by both their teachers and community. On school spirit days, you will see an ocean of blue and gold-dressed children and staff members proudly displaying our school colors. Students feel a great sense of being a part of something good and this pride fuels their motivation to do their best and also inspires them to keep their dreams big and their hopes high. Students, staff members and parents work hand-in-hand at our school to support each other's evolution. There is a synergy created when teachers help students, the community supports teachers, and we all agree that a high-quality education is priceless. Our success proves that when we work together for the good of children, we can achieve great things.

We have also learned at Strandwood that successful teachers consistently create educational journeys that allow all students to excel in the classroom regardless of their current levels of performance. We know that meaningful classroom environments promote deep understanding and we foster unique experiences and enriched outcomes. Teachers personalize standardized methodologies and give children the time they need to learn about themselves and the world around them. We also know that collaboration leads to empowerment and is best cultured in a creative environment that is grounded in the belief that everyone can succeed. At Strandwood, we believe in bringing out the best in each other. We believe that every child matters.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	121
Grade 1	102
Grade 2	95
Grade 3	102
Grade 4	98
Grade 5	104
Total Enrollment	622

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	7.2
Filipino	1.6
Hispanic or Latino	17.2
Native Hawaiian or Pacific Islander	0.5
White	52.9
Two or More Races	12.9
Socioeconomically Disadvantaged	15.1
English Learners	8.4
Students with Disabilities	9.6
Foster Youth	0.2
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	31	31	1599
Without Full Credential	1	0	1	69
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1.0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017	Yes	0
Mathematics	Houghton Mifflin: Houghton Mifflin California Math - Adopted 2009	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District makes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

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

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 11/15/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	B1 Two missing ceiling tiles 9"x9"; : B4 Missing one ceiling tile 2'x2'; door needs full length hinge; D Wing missing 9"x9" tile in closet; YMCA/Counselor wallpaper peeling; ceiling tiles do not fit properly.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	YMCA/Counselor - Network wire hanging
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	B1 - faucet does not meet IEP; D Wing - sink faucet does not meet IEP; All restrooms remodeled in 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	72	72	51	50	50	50
Mathematics (grades 3-8 and 11)	66	64	39	39	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	298	296	99.33	0.67	71.62
Male	153	152	99.35	0.65	67.76

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	145	144	99.31	0.69	75.69
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	15	15	100.00	0.00	80.00
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00	0.00	60.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	170	168	98.82	1.18	75.60
Two or More Races	41	41	100.00	0.00	68.29
Socioeconomically Disadvantaged	51	50	98.04	1.96	50.00
English Learners	36	36	100.00	0.00	55.56
Students with Disabilities	27	25	92.59	7.41	52.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	298	296	99.33	0.67	63.85
Male	153	152	99.35	0.65	67.76
Female	145	144	99.31	0.69	59.72
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	15	15	100.00	0.00	73.33
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	50	50	100.00	0.00	46.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	170	168	98.82	1.18	66.67
Two or More Races	41	41	100.00	0.00	68.29
Socioeconomically Disadvantaged	51	50	98.04	1.96	38.00
English Learners	36	36	100.00	0.00	52.78
Students with Disabilities	27	25	92.59	7.41	28.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.5	22.3	49.5

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement is one of our keys to academic success. Strandwood has an active PTA that provides essential support and guidance for our families. Generous donations help us fund special activities, instructional assistants, field trips, classroom materials, technology must haves and assemblies. Our PTA also sponsors invaluable enrichment opportunities such as our October Fall Fest, three annual Nutcracker performances, a science lab, and an art docent program.

In addition, our local senior citizens from the Pleasant Hill Education Initiative come to our school weekly to read with students who need extra support. We know that we get more done when we work together.

Parents are welcome on our campus and are encouraged to volunteer in classrooms. We know that they are our most valuable resource!

For more information pertaining to organized opportunities for parental involvement, please contact Strandwood Elementary at (925) 685-3212.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	3.5	4.1	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

At Strandwood, we are committed to providing a clean, pleasant, and safe environment for all students, staff members and parents. We review and update our Safety Plan annually.

Our Safety Plan is used to provide details regarding each school's strategies, programs and procedures to support a safe school environment. Our most current

Safety Plan was reviewed on 1/21/2020 and included the following information:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils

- Discrimination and harassment policies
- School-wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	2	4		20	2	4		18	3	4	
1	25		4		22		4		26		4	
2	24		4		25		4		23		4	
3	24		4		24		4		25		4	
4	30		3		28		3		32		2	1
5	28	1	1	3	25	1	4		28	1		3
Other**					7	1						

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1244.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

Title	Number of FTE* Assigned to School
Other	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$ 11,247.47	\$ 3,723.09	\$ 7,524.38	\$76,625.00
District	N/A	N/A	\$8,328.50	\$78,217.00
Percent Difference - School Site and District	N/A	N/A	-200.0	-2.1
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-200.0	-7.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

We have a CARE team which meets regularly to assist teachers with student concerns. Individualized action plans are developed as needed by Student Success Teams and typically include academic and emotional support. In addition, our Leadership Team meets regularly with grade level representatives to review data, analyze important questions, identify synergistic solutions, and refine ongoing implementations.

Our Learning Center supports general education students who need additional individual and small group learning opportunities. We also have a Reading Intervention Program for grades K-1 that uses targeted research-based strategies designed to ensure that every child has the support they need to access grade level curricula.

The school principal coordinates Section 504 Plans. Our full-time Resource Specialist and two Speech Language Pathologists (one full-time, one at .2 FTE) conduct assessments as needed and implement Individual Educational Plans (IEPs) for students who are eligible for Special Education services. We are fortunate to have two Special Day Classes for students with Moderate to Severe Disabilities at our school and an autism kindergarten magnet program. Students with special needs receive educational support from specialized programs designed and implemented by multiple stakeholders.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,339	\$48,612
Mid-Range Teacher Salary	\$73,641	\$74,676
Highest Teacher Salary	\$98,346	\$99,791
Average Principal Salary (Elementary)	\$116,573	\$125,830
Average Principal Salary (Middle)	\$123,726	\$131,167
Average Principal Salary (High)	\$133,844	\$144,822

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$280,000	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

At Strandwood Elementary, we agree that in order to encourage our students to be lifelong learners, we must inspire each other to grow as educators. United into a professional learning community (PLC), we believe that together we are more. We meet regularly as a staff and as grade level teams to openly share and discuss what strategies drive improvement and what beliefs limit potential. Our decisions are data-driven and grounded in best practices. Student achievement data is regularly disaggregated and examined through various lenses. Scores are compared between teachers and grade levels, and contrasted with similar schools locally, nationally, and internationally. We also monitor our at-risk populations to make sure they have the support they need. Finally, student achievement data is then aggregated and we look for trends and outliers.

Our district supports our work by offering relevant professional development opportunities for teachers and administrators. Recent trainings include cycles of continuous improvement, equity tools, summative assessments, Engage New York, Wonders, and a multitude of technology classes. This year's focus is the ongoing implementation of priority ELA and math CCSS math standards, equity guidelines and measurement tools, anti-bullying tenets and a deep commitment to success for all students. MDUSD has sponsored conferences and workshops and we have also used on-site staff trainings to help teachers prioritize equitable access for all students and deepen student understanding. Similar to professional development opportunities from 2015-2019, the district will provide three full days of training for our teachers in 2019-2020. In addition, district coaches (TOSAs) have also provided individual mentoring and influential modeling as they continue to encourage us to go deeper and think bigger.

At our school site, instructional rounds and teacher-principal meetings are used to align and refine pedagogical practices and to help us meet rigorous Common Core State Standards. In addition, we consistently provide collaboration time for teachers and ask grade level teams to unpack key elements in learning and study exemplar lessons from each other and teachers around the world. We share what we know and we love what we do. We also consistently remind each other that we believe in success for all students.