



# The Cove School

330 Golden Hind Passage • Corte Madera, CA 94925-1914 • 415-945-9046 • Grades K-5

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Larkspur-Corte Madera School District

230 Doherty Drive

Larkspur, CA 94939

(415) 927-6960

<http://www.lcmschools.org>

#### District Governing Board

Monica Cañas  
Clerk

Katherine Chan  
Vice President

Sasha Morozoff  
Trustee

Sarah Mueller  
Trustee

Jill Sellers  
President

#### District Administration

Brett Geithman, Ed. D.  
Superintendent

Daniel Norbutas  
Senior Director of Educational  
Services and Technology

Paula Rigney  
Chief Business Official

Megan Dunn  
Director of Special Education

Erik vonBlankenburg  
Director of Facilities

### School Description

#### Mission

The Cove School is a community of active learners who inquire, think critically, collaborate, explore, and create. By encouraging and supporting individuals to take risks, play and pursue passions, we foster intrinsic motivation to learn and discover the world around us. We learn through a multidisciplinary approach and utilize facilities and technologies that support this vision. Achievements of all are individually and collectively recognized and celebrated.

#### School Description

Established in 2014, The Cove School is an innovative public elementary school of approximately 445 students in Kindergarten through 5th grade. The Cove is built around forward-thinking educational practices and flexible learning spaces. While our model practice of collaborative teaching is tremendously essential to our success, there are many other components that contribute to our big picture success, as well.

#### Guiding Principles

At the center of The Cove School are four Guiding Principles: Experiential Learning, Social and Emotional Growth, Creativity, and Community. These principles are brought to life through a variety of Cove Signature Practices.

- 1) Critical Thinking Through Experiential Learning: Teachers integrate a variety of curriculum areas into inquiry-based units built around the Common Core standards, using technology as a tool to deepen understanding. Through differentiated, small-group instruction and proven strategies for language development, teachers keep students actively engaged in learning.
- 2) Social and Emotional Growth: Social and emotional growth are key parts of the Cove learning experience. Our responsive classroom approach promotes respectful, healthy relationships, and mindfulness practices built into the daily routine foster self-discipline. Together, these techniques help children become responsible, focused, and reflective learners.
- 3) Creativity: The Cove Signature Practices encourage students to explore challenging questions and devise creative solutions. Our students' creativity and natural curiosity are nurtured through the process of tinkering, making, and innovating. The Design Thinking process teaches students how to grow ideas by moving beyond their first thought.
- 4) Community: Community engagement and collaborative teaching help The Cove School thrive. Everyone contributes in their own way and has collective ownership of Cove's success. We also collaborate with local organizations to exchange ideas and expand our thinking.

Through a strong commitment to our mission, ongoing reflection, and continuous improvement of our practices, we at The Cove School are dedicated to delivering inspirational learning experiences for all of our students.

## About the SARC

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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	71
Grade 2	70
Grade 3	68
Grade 4	67
Grade 5	77
<b>Total Enrollment</b>	<b>424</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.2
Asian	5.7
Hispanic or Latino	13.7
Native Hawaiian or Pacific Islander	0.2
White	71.5
Two or More Races	6.8
Socioeconomically Disadvantaged	12.7
English Learners	7.1
Students with Disabilities	7.5
Homeless	0.2

## 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 for The Cove School	17-18	18-19	19-20
With Full Credential	28	28	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Larkspur-Corte Madera	17-18	18-19	19-20
With Full Credential	◆	◆	95
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

### Teacher Misassignments and Vacant Teacher Positions at The Cove School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

**Textbooks and Instructional Materials**

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Writing Workshop, Teachers College/2015, Reading Workshop, Teachers College/2018, Units of Study Phonics/2019 and Fountas and Pinnell Phonics/2019 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
Mathematics	Pearson TERC Investigations 3rd Edition/2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
Science	FOSS NGSS/2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
History-Social Science	Scott Foresman/2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %

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

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

The site achieved a rating of "Good" (98.5%) on its annual FIT inspection report dated 12/11/2019.

**School Facility Good Repair Status (Most Recent Year)**  
 Year and month in which data were collected: 12/11/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Multi Use Room: Need to clean ceiling around two supply air ducts. Two light bulbs/ballasts are out in upper ceiling. Lower water fountain drain is slow, needs clearing. Workroom (MO): Drywall is scraped next to counter, needs surface repair. Rear entry door scrapes on floor.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Multi Use Room: Need to clean ceiling around two supply air ducts. Two light bulbs/ballasts are out in upper ceiling. Lower water fountain drain is slow, needs clearing.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Multi Use Room: Need to clean ceiling around two supply air ducts. Two light bulbs/ballasts are out in upper ceiling. Lower water fountain drain is slow, needs clearing.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Breakout (17-18): Nanawall glass room divider is damaged. A bottom track pivot stud is broken. Working on getting technician out to fix it. Breakout (9-10): Broken Lock-Blok on door, needs replacement. Room 7: Back door scrapes on the bottom. Hard to shut. Room 8: Back lower window has condensation between the panes. Servery: Kitchen door kick plate missing screw. Wall sconce light outside kitchen door is out. Workroom (MO): Drywall is scraped next to counter, needs surface repair. Rear entry door scrapes on floor.
<b>Overall Rating</b>	<b>Good</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	81	80	78	79	50	50
Math	79	76	73	74	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 Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	12.8	17.9	64.1

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	214	206	96.26	80.10
Male	111	107	96.40	78.50
Female	103	99	96.12	81.82
Black or African American	--	--	--	--
Asian	14	13	92.86	76.92
Hispanic or Latino	26	25	96.15	72.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	149	144	96.64	82.64
Two or More Races	17	16	94.12	81.25
Socioeconomically Disadvantaged	29	27	93.10	62.96
English Learners	20	19	95.00	78.95
Students with Disabilities	25	24	96.00	45.83

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	214	208	97.20	75.96
Male	111	109	98.20	80.73
Female	103	99	96.12	70.71
Black or African American	--	--	--	--
Asian	14	13	92.86	92.31
Hispanic or Latino	26	25	96.15	44.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	149	146	97.99	81.51
Two or More Races	17	16	94.12	75.00
Socioeconomically Disadvantaged	29	27	93.10	40.74
English Learners	20	19	95.00	36.84
Students with Disabilities	25	24	96.00	54.17

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.

## 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 essential for our success. We value parents as partners and we want them to understand our collective vision, as well as share in making it a reality. The Cove School provides for the involvement of parents and community through a variety of opportunities. The family-school connection is intentionally developed by a wide array of parent involvement/partnership activities such as parent-teacher conferences, School Site Council, PTO, "Principal Chats" open for all parents, and parent education events. Parents volunteer in classrooms and help with many school events. Critical information is communicated to parents in a variety of ways, such as school and district electronic newsletters (print versions and translated versions available as necessary), website postings, email, text messages, and telephone (voicemail). Parents have access to teacher and administrative voicemail and email for communication. The School Site Council (consisting of parents, faculty, administration, and staff members) conducts parent surveys each year to maintain ongoing two-way dialogue. This allows for continuous improvement based on feedback. The PTO and SPARK (Larkspur-Corte Madera Schools Foundation) provide strong venues for parent participation and support of the schools. There are faculty representatives in both groups to facilitate communication. Both the PTO and SPARK are staffed by parent volunteers who are passionate about improving the quality of our students' education, supporting teachers and administrators, keeping families connected to school events, beautifying the campus, and much more.

### 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.

### School Safety Plan

The Cove School has a Comprehensive School Safety Plan that outlines the strategies and programs to address: a) child abuse reporting procedures; b) disaster procedures; c) policies regarding actions leading to suspension and/or expulsion; d) notification to teachers of dangerous pupils; e) sexual harassment policy; f) dress code; and g) rules and procedures on school discipline. The plan is updated and reviewed annually.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	2.0	2.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	1.3	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## 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.

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

Title	Ratio
Academic Counselor*	706.7

\* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

\* 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.

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

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

\*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.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4

The focus of professional development for the 2017-2018 school year was training in the implementation of newly-adopted math curriculum. Teachers worked with trainers from Teacher Education Research Center (TERC), the authors of the Pearson Investigations math curriculum, as well as math coaches from the county office of education. The focus of the work was implementing the new curriculum and integrating math practices, number talks and student discourse in math. The trainers worked with grade-level teams during the three district professional development days, as well as grade-level meetings and staff meetings, to facilitate grade-level based study of math practices and analysis of student work.

The focus of professional development for the 2018-2020 school years has been reading and math. With respect to reading, teachers are working with trainers from Momentum in Teaching to implement the newly-adopted Reading Workshop curriculum. Math professional development has been provided by UCLA Center X and is focused on Cognitively Guided Instruction and strategies to increase student access and engagement with math and expand student discourse around math concepts. In 2018-19 the four district professional development days were devoted to training by Momentum in Teaching and UCLA Center X. In 2019-20, the four district professional development days were devoted to training by Momentum in Teaching and UCLA Center X as well as science through Project Lead the Way.

Additionally, the trainers in both reading and math work with district grade-level teams in the form of lab days where instruction is modeled, practiced and debriefed. These additional days are designed to follow up with instructional design, planning, and data analysis as new practices are implemented in classroom instruction. A number of grade level and staff meetings are also devoted to reading and math professional development.

As a unified support to instructional shifts, the district office and administrative site leaders continue to participate in Collaborative Inquiry Visits to each site to support teacher professional development with feedback from school-wide observations.

Additionally, administrators provide professional growth opportunities during faculty meetings that occur twice a month. Grade level teams meet weekly to collaborate on instructional practices and student learning. The district also provides peer coaching through Teachers on Special Assignment (TOSA) who work with teachers individually and in teams.

Principals work with teachers to identify professional growth goals and avenues for support, including coaching, conferences and workshops.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,438	\$49,378
Mid-Range Teacher Salary	\$81,526	\$77,190
Highest Teacher Salary	\$100,006	\$96,607
Average Principal Salary (ES)	\$150,488	\$122,074
Average Principal Salary (MS)	\$150,488	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$217,949	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	36%
Administrative Salaries	7%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,389.49	\$4,199.29	\$9,190.21	\$86,485.33
District	N/A	N/A	\$9,190.21	\$86,086.88
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.5
School Site/ State	42.6	7.4

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**

The Cove School provides a comprehensive school program. In addition to providing an academic curriculum in all core subject areas, enrichment classes such as art, dance, music, science, and physical education are offered. Our school provides library services, counseling, special education services, specific support for English Language Learners and reading intervention.

**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.