

The Cove School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	The Cove School
Street	330 Golden Hind Passage
City, State, Zip	Corte Madera, CA 94925-1914
Phone Number	415-945-9046
Principal	Michelle Walker
Email Address	mwalker@lcmschools.org
School Website	https://www.lcmschools.org/thecoveschool
County-District-School (CDS) Code	21653670129148

2022-23 District Contact Information

District Name	Larkspur-Corte Madera School District
Phone Number	(415) 927-6960
Superintendent	Dr. Brett Geithman
Email Address	bgeithman@lcmschools.org
District Website Address	http://www.lcmschools.org

2022-23 School Overview

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 award-winning, innovative K-5 public elementary school built around forward-thinking educational practices and flexible learning spaces.

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

2022-23 School Overview

Cove School are dedicated to delivering inspirational learning experiences for all of our students.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	45
Grade 2	66
Grade 3	62
Grade 4	70
Grade 5	73
Total Enrollment	365

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9
Male	55.1
American Indian or Alaska Native	0.3
Asian	7.1
Black or African American	0.3
Filipino	0.0
Hispanic or Latino	14.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	7.9
White	69.9
English Learners	7.4
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	8.2
Students with Disabilities	11.0

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.60	98.42	64.30	89.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.00	6.98	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.20	1.76	12115.80	4.41
Unknown	0.30	1.58	1.40	2.00	18854.30	6.86
Total Teaching Positions	20.90	100.00	72.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Writing Workshop, Teachers College/2015, Reading Workshop, Teachers College/2018, Units of Study Phonics/2019 and Fountas and Pinnell Phonics/2019	Yes	0.0 %
Mathematics	Pearson TERC Investigations 3rd Edition/2017	Yes	0.0 %
Science	FOSS NGSS/2015	Yes	0.0 %
History-Social Science	McGraw Hill IMPACT/ 2022	Yes	0.0 %

School Facility Conditions and Planned Improvements

The site achieved a rating of "Good" (92.5%) on its annual FIT inspection report dated 12/6/2022.

Year and month of the most recent FIT report

12/6/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Building E: Ants in rooms 9-10. Treating as per IPM program
Electrical		X		Building B: Street lamp out side building B in parking lot is out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Building D: Slow leak in ceiling of room 17
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Building A (Gallery): Doors from library out to patio are scraping and need adjustment. Building C: Door closure in room 13 is missing hardware and not working properly

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	83	N/A	79	N/A	47
Mathematics (grades 3-8 and 11)	N/A	76	N/A	71	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	204	197	96.57	3.43	82.74
Female	102	98	96.08	3.92	81.63
Male	102	99	97.06	2.94	83.84
American Indian or Alaska Native	--	--	--	--	--
Asian	14	13	92.86	7.14	76.92
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	32	32	100.00	0.00	65.63
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	11	11	100.00	0.00	90.91
White	145	139	95.86	4.14	87.77
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	15	14	93.33	6.67	57.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	23	100.00	0.00	69.57

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	204	198	97.06	2.94	76.26
Female	102	98	96.08	3.92	71.43
Male	102	100	98.04	1.96	81.00
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	32	32	100.00	0.00	46.88
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	11	11	100.00	0.00	81.82
White	145	139	95.86	4.14	83.45
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	15	15	100.00	0.00	53.33
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	23	100.00	0.00	60.87

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	54.72	67.61	54.13	55.89	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	71	98.61	1.39	67.61
Female	35	34	97.14	2.86	61.76
Male	37	37	100	0	72.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	54	53	98.15	1.85	71.7
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	89%	96%	99%	90%	99%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

The Cove School provides for the involvement of parents and community through a variety of means. 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, regular Principal Parent Chats, Superintendent Coffee Chats, New Family Welcome event, Kindergarten Social and parent education events. Critical information is communicated to parents in a variety of ways, such as school and district electronic newsletters via Actionaly (print versions available as necessary), website postings, email, text messages and telephone (voicemail). Parents have access to teacher and administrative voicemail and email for quick communication. The School Site Council (consisting of parents, administration, and staff members) conducts a parent survey annually to determine perceived areas of strength and need. The findings are used to help administration and staff prioritize goals and programs for the upcoming year. The PTO and SPARK (Larkspur-Corte Madera Schools Foundation) provide strong venues for parent participation and support of the schools. There are faculty representatives for both groups to facilitate communication. Both the PTO and SPARK are staffed by parents 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	370	369	18	4.9
Female	164	164	6	3.7
Male	206	205	12	5.9
American Indian or Alaska Native	1	1	0	0.0
Asian	26	26	1	3.8
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	56	55	5	9.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	29	29	0	0.0
White	257	257	12	4.7
English Learners	29	29	3	10.3
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	37	36	2	5.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	57	57	4	7.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.48	0.51	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.27	0.20	0.43	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.27	0.00
Female	0.00	0.00
Male	0.49	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.39	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Safety of students and staff is a primary concern of The Cove School. The school is always in compliance with all laws, rules, and regulations pertaining to safety standards. It has a Comprehensive School Safety Plan that includes strategies and programs to address a) child abuse reporting procedures; b) disaster procedures; c) policies regarding actions leading to suspension and/or expulsion; d) procedures to notify teachers of dangerous pupils; e) sexual and gender-based harassment policies; f) school-wide dress code; g) procedures for safe ingress and egress of pupils; h) rules and procedures on school discipline; i) bullying and harassment policies; j) suicide prevention measures; k) school counseling; and l) School Resource Officer. The safety plan is reviewed in September and updated annually by staff and stakeholder input.

In conjunction with the district's Comprehensive School Safety Plan, the school conducts annual emergency/disaster drills and trains teachers and volunteers in search and rescue, first aid, and Community Emergency Response Team (CERT) training as provided by local emergency preparedness professionals. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Our district procured a 3-year (January 2022- December 2024) safety grant and designated a part time administrative position to oversee this grant. As such, we have conducted several additional trainings including wildfire safety, trauma-informed practices, lockdown/evacuation procedures, etc. We have also been able to ensure that our safety supplies are robust and current.

Day-to-day security of the campus is closely monitored by school personnel and a visitor check-in badge system. A full-scale, school-wide emergency drill involving students, staff, and volunteers as well as Central Marin Fire Department and/or Central Marin Police Authority advisors takes place annually. The campus is closely monitored by district maintenance and operations personnel. In addition, students have access to a school counselor as well as their teachers with regard to matters of personal safety on campus. Student conflict resolution strategies based on mindfulness practices support the social/emotional growth of our students.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24.3		3	
1	23.7		3	
2	24.3		3	
3	24.3		3	
4	24.4		2.5	
5	27.6		2.5	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20.5		2	
1	23		3	
2	20.7		3	
3	22.3		3	
4	23.7		3	
5	26.5		2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25.5		2	
1	23.5		2	
2	22.33		3	
3	21		3	
4	23.3		3	
5	24.3		3	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	456.25

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.1
Library Media Teacher (Librarian)	.3
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,669	\$4,661	\$9,058	\$84,535
District	N/A	N/A	\$9,058	\$89,337
Percent Difference - School Site and District	N/A	N/A	0.0	-5.5
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	31.5	-0.1

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,587	\$51,591
Mid-Range Teacher Salary	\$83,247	\$79,620
Highest Teacher Salary	\$102,117	\$104,866
Average Principal Salary (Elementary)	\$153,665	\$131,473
Average Principal Salary (Middle)	\$149,917	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$237,054	\$205,661
Percent of Budget for Teacher Salaries	39%	33%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Professional development for the 2022-2023 school year has been focused on instructional practices in math. We specifically use a Cognitively Guided Instruction approach to teaching math. We are continuing our work on literacy practices as well as closing the achievement gap of students in sub groups by addressing issues around equity and social justice.

The district Teachers on Special Assignment (TOSA) for literacy and math support classroom teachers through grade level and site trainings, as well as individual and team coaching. These supports help teachers incorporate strategies for effective delivery of CGI math and Readers and Writers Workshop curriculum. Additionally, the TOSA works with teachers to implement specific strategies and routines for students who require additional support.

The TOSA Leader for Equity engages the staff to ensure an equity lens in their educational practices. During district PD days and staff meetings, certificated staff engage in cycles of impact, creating and implementing an action plan and then analyzing results. These sessions guide staff to explore issues around race, implicit bias and racial mindsets and their impact on students and families.

Momentum in Teaching is providing Lab Days to deepen teacher training in Cognitively Guided Instruction in Mathematics (CGI) and Readers and Writers Workshop. They are also providing individual coaching opportunities.

The district office and administrative site leaders continue to participate in Collaborative Inquiry Visits to each site to support teacher professional development and continuous improvement with feedback from school-wide observations. Principals work with teachers to identify professional growth goals and avenues for support, including coaching, conferences and workshops. Additionally, administrators provide professional growth opportunities during faculty meetings that occur twice a month.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4