

Nicasio School District School Accountability Report Card Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
School Name	Nicasio Elementary	District Name	Nicasio Elementary
Principal	Gerald Austin	Superintendent	Luke McCann
Street	5555 Nicasio Valley Road	Street	5555 Nicasio Valley Road
City, State, Zip	Nicasio, CA 94946-	City, State, Zip	Nicasio, CA 94946-
Phone Number	415-662-2184	Phone Number	415-662-2184
FAX Number	415-662-2250	Fax Number	415-662-2250
Web Site		Web Site	
E-mail Address	gaustin@marin.k12.ca.us	E-mail Address	lmccann@marin.k12.ca.us
CDS Code	21-65409-6024483	SARC Contact	Liz Bourne

School Description and Mission Statement

Nicasio School is a unique public school that has been serving the rural community of Nicasio for over 140 years. We offer a multi-graded educational program that focuses on the intellectual, emotional and social development of each of our students. Nicasio School students receive a challenging and creative academic program in a beautiful, safe and welcoming environment. Small class sizes, a committed staff and school board, and dedicated parent volunteers contribute to our success.

NICASIO SCHOOL MISSION STATEMENT

Working together as a school community, we will provide a safe, quality program with high standards for all students to achieve personal excellence in the areas of scholarship, citizenship, wisdom, emotional well-being and physical health.

Opportunities for Parental Involvement

Contact Person Name	Brenda Newcomb	Contact Person Phone Number	(415) 662-9363
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Parents are encouraged to volunteer both in and outside the classroom. Parents support the ongoing work in the classrooms and around school, organize and develop the garden program, sports field, and whole school events that are part of the Nicasio School experience. A variety of fundraising events are scheduled throughout the year.

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	5	Grade 9	0
Grade 1	4	Grade 10	0
Grade 2	10	Grade 11	0
Grade 3	8	Grade 12	0
Grade 4	4	Ungraded Secondary	0
Grade 5	6		
Grade 6	9		
Grade 7	8		
Grade 8	7		
Ungraded Elementary	0	Total Enrollment	61

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	1	1.6	Hispanic or Latino	7	11.5
American Indian or Alaska Native	0	0.0	Pacific Islander	0	0.0
Asian	2	3.3	White (Not Hispanic)	51	83.6
Filipino	0	0.0	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	April 2004	Date Last Discussed with Staff	ongoing
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A school safety plan is in place. The school SITE Council surveys parents, students and staff annually to identify areas of strength and weakness. All staff members participate in a CPR training program coordinated through our local volunteer fire department. Staff participate in disaster awareness training. School wide emergency communication has been established with parents through a school wide network which includes a telephone tree and email addresses. We regularly practice emergency drills with all staff and our students.

School Programs and Practices that Promote a Positive Learning Environment

Student Council, Student of the Month Awards, monthly assemblies are part of the mix for ensuring a positive learning environment. Monthly assemblies that involve life skill issues are presented to the whole school. Individual students are recognized for displaying key elements of the school mission. Community members are used as a resource to present and encourage a universal notion of what it means to be part of the Nicasio community.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	0	0	0	0	0	0
Rate of Suspensions						
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions						

School Facilities

New construction and modernization of the entire campus was completed in 2002. The campus includes an administrative building, four classrooms, an art room, science lab, computer lab, library and multi-purpose building. Staff, students, parents and other members of the community are developing an outdoor garden and nature trail. A sports field with running track is under development. An outdoor community basketball court is currently being developed.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	80	74	64	80	74	64	30	32	35
Mathematics		69	52		69	52		31	35

Science								30	27
History/Social Science								28	28

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts							72
Mathematics							57
Science							
History/Social Science							

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts	61	71			64		67	
Mathematics	50	56			52		53	
Science								
History/Social Science								

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	88	85	72	88	85	72	44	45	43
Mathematics	90	90	76	90	90	76	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							83
Mathematics							84

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	70	76			72		77	
Mathematics	76	76			76		77	

Local Assessment – Education Task Force

Data reported are the percent of students meeting or exceeding a 4.0 on ETF scoring rubric.

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
K									
1									
2									
3	100	100	85.7						
4				33.3	60	50		67	N/A
5				50	75	100			
6				22.2	0	62.5			
7				20	50	28.6			
8				0	100	71.4			
9									
10									
11									
12									

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

All students tested in grades 5 and 7 meet fitness standards

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its

Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	827	868	848	API Growth Score	863	851	850
Growth Target	#	A	A	Actual Growth	36	-17	2
Statewide Rank		10	10				
Similar Schools Rank		N/A	N/A				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	856	896	899	API Growth Score	900	900	879
Growth Target	#	A	A	Actual Growth	44	4	-20

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score				API Growth Score			
Growth Target				Actual Growth			

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	N/A	N/A	N/A	Number of Schools Identified for Program Improvement	0	0	0
Identified for Program Improvement (Title 1)	N/A	N/A	N/A	Percent of Schools Identified for Program Improvement	0.0	0.0	0.0
Exited Title 1 Program Improvement	N/A	N/A	N/A				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	Yes	No	No				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes
African American	---	---	N/A	---	---	N/A
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	N/A
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	N/A	---	---	N/A
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	N/A	---	---	N/A
Socioeconomically Disadvantaged	---	---	N/A	---	---	N/A
English Learners	---	---	N/A	---	---	N/A
Students with Disabilities	---	---	N/A	---	---	N/A

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001			2002			2003					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3	16.00	1		10.50	2			11.50	2			
3-4	13.00	1										
4-8	14.50	2		11.25	1	1		22.00	1	1		
Other												

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	6	5	5
Teachers with Full Credential (full credential and teaching in subject area)	6	5	5
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)			

Teachers with Waivers			
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(does not have credential and does not qualify for an Emergency Permit)

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

All teachers are credentialed. The teachers at Nicasio School have varying levels of experience. Three have masters degrees in education. All teachers have SDAIE training. The teachers at Nicasio School have a broad range of both classroom and other vocational experiences. New teachers are mentored through the Beginning Teacher Support and Assessment State program

Teacher Evaluations

Teachers are evaluated regularly on goals and objectives that are mutually established by principal and teacher. The district standards for teacher evaluation are based on the State Standards for Teaching. Teacher support is provided through school and district resources. The district and school fully participate in the Beginning Teachers' Support Assistance Program and the Peer Assistance Review Panel.

Substitute Teachers

All substitute teachers are credentialed teachers and are registered with the Marin County Office of Education.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Support services for students with additional needs are contracted through the Marin County Office of Education. Resource Specialists, Speech and Language Specialists, Occupational Therapists, Psychologists, etc. are available to any student with a documented need.

VII. Curriculum and Instruction

School Instruction and Leadership

Students are provided a challenging, comprehensive curriculum taught by qualified and experienced teachers. Individual instruction, small groups and small class sizes provide students with the opportunity for academic success.

The principal works closely with Marin County Office of Education and regularly attends trainings, workshops and meetings regarding curriculum, assessment and achievement.

Professional Development

Teachers participate in both contractual and voluntary staff development programs. Three full days and six (of eight) minimum days are dedicated to staff development each school year. Teachers also participate in county programs through Education Task Force, Marin County Office of Education, Sonoma County Office of Education, Teachers Learning Cooperative and Instructional Material Learning Center. The focus of staff development is derived from the annual goals established by Staff, Principal and Board. Staff development is in accordance with No Child Left Behind requirements.

Quality and Currency of Textbooks and Other Instructional Materials

All students have access to state adopted textbooks throughout the curriculum. The school completes and monitors the state textbook adoption cycle.

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	57,380	50,400
2	57,380	50,400
3	57,380	50,400
4	57,380	54,000
5	57,380	54,000
6	57,380	54,000
7	57,380	54,000
8	57,380	54,000
9		64,800
10		64,800
11		64,800
12		64,800

Total Number of Minimum Days

Eight minimum days scheduled for parent teacher conferences, staff development and preparation for special events.

VIII. Postsecondary Preparation (Secondary Schools)

Not applicable.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	36255	33848
Mid-Range Teacher Salary	49719	51197
Highest Teacher Salary	59311	57748
Average Principal Salary (Elementary)	75000	74087
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		94867
Percent of Budget for Teacher Salaries	35.81	38.70
Percent of Budget for Administrative Salaries	7.45	6.39

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$599453	\$11754	\$6444	\$6719

Types of Services Funded

State approved textbooks, supplemental textbooks and materials, student support and counseling services, and professional development for certificated and classified staff. Subject areas include: math, language arts, reading, writing, science, social studies, family life, technology, music, foreign language and physical education. Other instructional services include: classroom computers, differentiated instruction, accelerated, intervention, English Language Development, special education instruction and GATE (gifted and talented) as appropriate.