

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template 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/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

| School Information | | District Information | |
|-------------------------|--------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------|
| School Name | Nicasio Elementary | District Name | Nicasio Elementary |
| Principal | Kathleen Ferrando | Superintendent | Mary Buttler |
| Street | 5555 Nicasio Valley Rd. | Street | 5555 Nicasio Valley Rd. |
| 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 | www.marinschools.org | Web Site | www.marinschools.org |
| E-mail Address | kferrando@marin.k12.ca.us | E-mail Address | mbuttler@marin.k12.ca.us |
| CDS Code | 21-65409-6024483 | SARC Contact | Liz Bourne |

School Description and Mission Statement

Information about the school, its programs, and its goals.

Nicasio School 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

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

| | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------|-----------------|
| Contact Person Name | Brenda Newcomb | Contact Person Phone Number | 662-9363 |
| <p>Parents are encouraged to volunteer both in and outside the classroom. The Nicasio School Foundation sponsors several fundraising activities throughout the year. Funds raised help provide a number of enrichment programs school-wide including music, drama, art, and Spanish, as well as short-term programs such as dance, writing specialists, and technology assistance. Supplemental supplies and materials as well as upgrades to the campus are also generously donated.</p> | | | |

II. Demographic Information

Student Enrollment -- 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 | 4 | Grade 9 | 0 |
| Grade 1 | 6 | Grade 10 | 0 |
| Grade 2 | 6 | Grade 11 | 0 |
| Grade 3 | 8 | Grade 12 | 0 |
| Grade 4 | 14 | Ungraded Secondary | 0 |
| Grade 5 | 7 | | |
| Grade 6 | 7 | | |
| Grade 7 | 6 | | |
| Grade 8 | 9 | | |
| Ungraded Elementary | 0 | Total Enrollment | 67 |

Student Enrollment -- Racial and Ethnic Subgroups

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

| Racial and Ethnic Subgroup | Number of Students | Percent of Students | Racial and Ethnic Subgroup | Number of Students | Percent of Students |
|----------------------------------|--------------------|---------------------|----------------------------|--------------------|---------------------|
| African American | 2 | 2.9 | Hispanic or Latino | 8 | 11.9 |
| American Indian or Alaska Native | 0 | 0.0 | Pacific Islander | 0 | 0.0 |
| Asian | 1 | 1.5 | White (Not Hispanic) | 56 | 83.6 |
| Filipino | 0 | 0.0 | Multiple or No Response | 0 | 0.0 |

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

| Date of Last Review/Update | May 2005 | Date Last Discussed with Staff | ongoing |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------|---------|
| A school safety plan is in place. The school Site Council surveys parents, students and staff annually to identify areas of strength and weakness. Procedures requiring visitors to sign in and out through the office track those on campus. Policies regarding drop-off and pick-up procedures ensure that students are safe. | | | |

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

| |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Council Spirit Days, assemblies, community service projects, and after-school classes in art, piano, science and tutoring offer students the opportunity to connect with the school community. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted 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.

| | School | | | District | | |
|-----------------------|--------|------|------|----------|------|------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| Number of Suspensions | 0 | 1 | 2 | 0 | 1 | 2 |
| Rate of Suspensions | | | | | | |
| Number of Expulsions | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | |
|--------------------|--|--|--|--|--|--|
| Rate of Expulsions | | | | | | |
|--------------------|--|--|--|--|--|--|

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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 have developed an outdoor organic garden and there are plans for a nature trail and outdoor classroom. A soccer field and full-size basketball court were completed last year. Students and staff take pride in the campus and classes rotate picking up trash and other items from around the campus.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

| Interim Evaluation Instrument Part | Facility in Good Repair | | Deficiency and Remedial Actions Taken or Planned |
|-------------------------------------------------|-------------------------|----|--------------------------------------------------|
| | Yes | No | |
| Gas Leaks | x | | |
| Mechanical Systems | x | | |
| Windows/Doors/Gates (interior and exterior) | x | | |
| Interior Surfaces (walls, floors, and ceilings) | x | | |
| Hazardous Materials (interior and exterior) | x | | |
| Structural Damage | x | | |
| Fire Safety | x | | |
| Electrical (interior and exterior) | x | | |
| Pest/Vermin Infestation | x | | |
| Drinking Fountains (inside and outside) | x | | |
| Restrooms | x | | |
| Sewer | x | | |
| Playground/School Grounds | x | | |
| Other | | | |

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

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. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency 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.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|------------------------|--------|------|------|----------|------|------|-------|------|------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| English-Language Arts | 64 | 71 | 78 | 64 | 71 | 78 | 35 | 36 | 40 |
| Mathematics | 52 | 65 | 80 | 52 | 65 | 80 | 35 | 34 | 38 |
| Science | | * | * | | * | * | 27 | 25 | 27 |
| History-Social Science | | * | * | | * | * | 28 | 29 | 32 |

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Subject | African American | American Indian or Alaska Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | White (not Hispanic) |
|------------------------|------------------|----------------------------------|-------|----------|--------------------|------------------|----------------------|
| English-Language Arts | * | | * | | * | | 86 |
| Mathematics | * | | * | | * | | 88 |
| Science | * | | | | | | * |
| History-Social Science | | | | | * | | * |

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Subject | Male | Female | English Learners | Economically Disadvantaged | Students With Disabilities | Migrant Education |
|------------------------|------|--------|------------------|----------------------------|----------------------------|-------------------|
| English-Language Arts | 67 | 87 | * | | * | * |
| Mathematics | 80 | 80 | * | | * | * |
| Science | * | * | | | * | |
| History-Social Science | * | * | * | | * | |

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. 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 | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| Reading | 72 | 79 | 100 | 72 | 79 | 100 | 43 | 43 | 41 |
| Mathematics | 76 | 73 | 86 | 76 | 73 | 86 | 50 | 51 | 52 |

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

| Subject | African American | American Indian or Alaska Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | White (not Hispanic) |
|-------------|------------------|----------------------------------|-------|----------|--------------------|------------------|----------------------|
| Reading | | | | | * | | 100 |
| Mathematics | | | | | * | | 85 |

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

| Subject | Male | Female | English Learners | Economically Disadvantaged | Students With Disabilities | Migrant Education |
|-------------|------|--------|------------------|----------------------------|----------------------------|-------------------|
| Reading | * | * | * | | * | * |
| Mathematics | * | * | * | | * | * |

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

| Grade Level | Reading | | | Writing | | | Mathematics | | |
|-------------|---------|------|------|---------|------|------|-------------|------|------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| K | | | | | | | | | |
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |
| 9 | | | | | | | | | |
| 10 | | | | | | | | | |
| 11 | | | | | | | | | |
| 12 | | | | | | | | | |

California Physical Fitness Test (PFT)

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Data not available due to small class sizes. All students were tested and strengths and weaknesses were identified.

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 API Base 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.

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 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

| API Base Data | | | | API Growth Data | | | |
|----------------------|------|------|------|------------------|-------------------|-------------------|-------------------|
| | 2002 | 2003 | 2004 | | From 2002 to 2003 | From 2003 to 2004 | From 2004 to 2005 |
| Percent Tested | 100 | 100 | 100 | Percent Tested | 100 | 100 | 98 |
| API Base Score | 848 | 854 | 871 | API Growth Score | 850 | 872 | 890 |
| Growth Target | A | A | A | Actual Growth | 2 | 18 | 19 |
| Statewide Rank | 10 | 9 | 10 | | | | |
| Similar Schools Rank | N/A | N/A | N/A | | | | |

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

| API Base Data | | | | API Growth Data | | | |
|-----------------------------------------|------|------|------|-----------------------------------------|-------------------|-------------------|-------------------|
| | 2002 | 2003 | 2004 | | From 2002 to 2003 | From 2003 to 2004 | From 2004 to 2005 |
| 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 | 899 | 884 | | API Growth Score | 879 | 898 | |
| Growth Target | A | A | | Actual Growth | -20 | 14 | |

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

| API Base Data | | | | API Growth Data | | | |
|-----------------------|------|------|------|-------------------------|-------------------|-------------------|-------------------|
| | 2002 | 2003 | 2004 | | From 2002 to 2003 | From 2003 to 2004 | From 2004 to 2005 |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

| Schoolwide | School | | | District | | |
|--------------|--------|------|------|----------|------|------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| All Students | Yes | Yes | Yes | Yes | Yes | Yes |

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

| Schoolwide and Subgroups | School | | | District | | |
|----------------------------------|--------|------|------|----------|------|------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| All Students | Yes | Yes | Yes | Yes | Yes | Yes |
| African American | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A | N/A |
| Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| White (not Hispanic) | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

| | School | District |
|-----------------------------------------------------|--------|----------|
| First Year of Program Improvement Implementation | | |
| Year in Program Improvement (Implementation Level) | | |
| Year Exited Program Improvement | | |
| Number of Schools Currently in Program Improvement | --- | 0 |
| Percent of Schools Currently in Program Improvement | --- | 0.0 |

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (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. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged 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 through 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 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, 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.

No data are available for this section

VII. 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 size category (i.e., number of students), by grade level, as reported by CBEDS.

| Grade | 2003 | | | 2004 | | | 2005 | | | | | |
|-------|-----------------|----------------------|-------|------|-----------------|----------------------|-------|------|-----------------|----------------------|-------|-----|
| | 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 | | | | 11.0 | 1 | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| K-3 | 11.5 | 2 | | 11.5 | 2 | | | 12.0 | 2 | | | |
| 3-4 | | | | | | | | | | | | |
| 4-8 | 22.0 | 1 | 2 | 20.7 | 1 | 2 | | 21.7 | | 3 | | |
| Other | | | | | | | | | | | | |

Average Teaching Load and Teaching Load Distribution

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

No data are available for this section

Class Size Reduction Participation

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 | | |
|-------------|-----------------------------------|------|------|
| | 2003 | 2004 | 2005 |
| K | 100 | 100 | 100 |
| 1 | 100 | 100 | 100 |
| 2 | 100 | 100 | 100 |
| 3 | 100 | 100 | 100 |

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

| | Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers |
|-----------------------------------------|--------------------------------------------------------------------------------------|
| This School | 100.0 |
| All Schools in District | 100.0 |
| High-Poverty Schools in District | 0.0 |
| Low-Poverty Schools in District | 100.0 |

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

| | 2003 | 2004 | 2005 |
|--------------------------------------------------------------------------------------------------|------|------|------|
| Total Teachers | 5 | 5 | 5 |
| Teachers with Full Credential | 5 | 5 | 5 |
| Teachers Teaching Outside Subject Area (full credential teaching outside subject area) | | | |
| Teachers in Alternative Routes to Certification | 0 | 0 | 0 |

| | | | |
|---------------------------------------------------------------------------------------------------------------------------|---|---|---|
| (district and university internship) | | | |
| Pre-Internship | 0 | 0 | 0 |
| Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements) | 0 | 0 | 0 |
| Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit) | 0 | 0 | 0 |

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

| | 2004 | 2005 | 2006 |
|-------------------------------------------------------|------|------|------|
| Misassignments of Teachers of English Learners | | | |
| Total Teacher Misassignments | | | |

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

| | School | District |
|---------------------------------------------------------|--------|----------|
| Doctorate | 0.0 | 0.0 |
| Master's Degree plus 30 or more semester hours | 40.0 | 40.0 |
| Master's Degree | 20.0 | 20.0 |
| Bachelor's Degree plus 30 or more semester hours | 40.0 | 40.0 |
| Bachelor's Degree | 0.0 | 0.0 |
| Less than Bachelor's Degree | 0.0 | 0.0 |

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

| | 2004 | 2005 | 2006 |
|---------------------------------|------|------|------|
| Vacant Teacher Positions | 0 | 0 | 0 |

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Teachers are evaluated by the Principal in accordance with District policy on Teacher Evaluations.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Substitute Teachers 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 equal one FTE. **Psychologists, Speech/Language Specialists and Resource Specialists are contracted through Marin County Office of Education. Librarians are volunteer. Office personnel administer first aid as necessary.**

| Title | FTE |
|------------------------------------|-----|
| Counselor | |
| Library Media Teacher (Librarian) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

Academic Counselors

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 equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

| Number of Academic Counselors (FTE) | Ratio of Students Per Academic Counselor |
|-------------------------------------|------------------------------------------|
| | |

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

New teachers participate in Beginning Teachers Support and Assessment program. Education Task Force and the Marin County Office of Education offer a variety of classes and workshops available to all staff members in a variety of subject areas.

Professional Development

Information about the program for training the school's teachers and other professional staff.

Teachers participate in both contractual and voluntary staff development programs. 3 full days and six minimum days are dedicated to staff development. Teachers 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.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

| Core Curriculum Areas | Quality and Currency of Textbooks and Instructional Materials |
|------------------------|---------------------------------------------------------------|
| Reading/Language Arts | |
| Mathematics | |
| Science | |
| History-Social Science | |

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign

language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

| Core Curriculum Areas | Availability of Textbooks and Instructional Materials |
|---------------------------------------------------|--------------------------------------------------------------|
| Reading/Language Arts | |
| Mathematics | |
| Science | |
| History-Social Science | |
| Foreign Language | |
| Health | |
| Science Laboratory Equipment (grades 9-12) | |

Instructional Minutes

Data reported compare 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 |
| 1 | | 50,400 |
| 2 | | 50,400 |
| 3 | | 50,400 |
| 4 | | 54,000 |
| 5 | | 54,000 |
| 6 | | 54,000 |
| 7 | | 54,000 |
| 8 | | 54,000 |
| 9 | | 64,800 |
| 10 | | 64,800 |
| 11 | | 64,800 |
| 12 | | 64,800 |

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

| Grade Level | Instructional Days With At Least 180 Instructional Minutes |
|--------------------|-------------------------------------------------------------------|
|--------------------|-------------------------------------------------------------------|

| | Offered | State Requirement |
|----|---------|-------------------|
| 9 | | 180 days |
| 10 | | 180 days |
| 11 | | 180 days |
| 12 | | 180 days |

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Eight minimum days were scheduled for teacher work days, staff development and to coincide with holiday periods.

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

No data are available for this section

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

No data are available for this section

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

No data are available for this section

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

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Workforce Preparation Programs

Information about the school's career technical education programs and classes.

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Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

| CTE Participants | Grade 9-12 CTE Students | | | Grade 12 CTE Students | | | |
|------------------|-------------------------|-------------------------|----------------------|-----------------------|----------------------|------------------------|-----------------|
| | Total Course Enrollment | Number of Concentrators | Number of Completers | Completion Rate | Number of Completers | Number Earning Diploma | Graduation Rate |
| | | | | | | | |

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries 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*. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

| Category | District Amount | State Average For Districts In Same Category |
|------------------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | | \$34,395 |
| Mid-Range Teacher Salary | | \$50,164 |
| Highest Teacher Salary | | \$60,406 |
| Average Principal Salary (Elementary) | \$70,000 | \$78,000 |
| Average Principal Salary (Middle) | | \$80,091 |
| Average Principal Salary (High) | | |
| Superintendent Salary | | \$101,695 |
| Percent of Budget for Teacher Salaries | 40.6 | 41.5 |
| Percent of Budget for Administrative Salaries | 5.4 | 6.1 |

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>.
Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.

| District | District | State Average For Districts In Same Category | State Average All Districts |
|------------------------|------------------------------------|----------------------------------------------|------------------------------------|
| Total Dollars Expended | Dollars Expended Per Student (ADA) | Dollars Expended Per Student (ADA) | Dollars Expended Per Student (ADA) |
| \$541,625 | \$8,873 | \$6,643 | \$6,919 |

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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