

# **Executive Summary School Accountability Report Card, 2005-06**

## *For Nicasio Elementary School*

**Address:** 5555 Nicasio Valley Rd., PO Box 711 Nicasio CA 94946  
**Principal:** Christy Stocker  
**Phone Number:** (415) 662-2184  
**Grade Span:** K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## **About This School**

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Nicasio School is a unique public school that has been serving the Nicasio community 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, highly qualified teachers and staff, an involved board, and dedicated parent volunteers contribute significantly to our success.

In order to meet the needs of our students, we use balanced curriculum that reflects both the state and local school district educational standards. At Nicasio School, student achievement and progress are measured through multiple assessments including participation in the Marin County Education Task Force assessment programs.

We are proud of our accomplishments and look forward to further enhancing our educational program and meeting the needs of our students.

## Student Enrollment

Group	Enrollment
<b>Number of Students</b>	66
<b>African American</b>	1.5 %
<b>American Indian or Alaska Native</b>	0.0 %
<b>Asian</b>	1.5 %
<b>Filipino</b>	0.0 %
<b>Hispanic or Latino</b>	12.1 %
<b>Pacific Islander</b>	0.0 %
<b>White (Not Hispanic)</b>	84.8 %
<b>Multiple or No Response</b>	0.0 %
<b>Socioeconomically Disadvantaged</b>	1.8 %
<b>English Learners</b>	7.0 %
<b>Students with Disabilities</b>	16.0 %

## Teachers

Indicators	Teachers
<b>Teachers With Full Credential</b>	5
<b>Teachers Without Full Credential</b>	0
<b>Teachers Teaching Outside Subject Area of Competence</b>	
<b>Misassignments of Teachers of English Learners</b>	
<b>Total Teacher Misassignments</b>	

## School Facilities

### Summary of Most Recent Site Inspection

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Because Nicasio School facilities were entirely rebuilt in 2002, the school is in excellent repair. We have a state-of-the-art, modern campus in a unique rural setting, which provides students with a stimulating, clean and safe learning environment.



### Repairs Needed

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See above: Summary of Site Inspection.

## **Corrective Actions Taken or Planned**

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See above: Summary of Site Inspection.

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	N/A
Health	N/A
Science Laboratory Equipment (grades 9-12)	N/A

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 8,638
District	\$ 8,638
State	\$ 7,127

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	71
Mathematics	73
Science	85
History-Social Science	*

## Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	892
Statewide Rank (from 2005 API Base Report)	10
2006-07 Program Improvement Status	

## School Completion

Indicator	Result
Graduation Rate	N/A

## Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All	

**Courses  
Required for University of  
California  
and/or California State University  
Admission**

# **School Accountability Report Card Reported for School Year 2005-06**

*Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## **I. About This School**

### **Contact Information**

This section provides the school's contact information.

<b>School</b>		<b>District</b>	
<b>School Name</b>	Nicasio Elementary	<b>District Name</b>	Nicasio Elementary
<b>Street</b>	5555 Nicasio Valley Rd.	<b>Phone Number</b>	415-662-2184
<b>City, State, Zip</b>	Nicasio, CA 94946-	<b>Web Site</b>	www.marinschools.org
<b>Phone Number</b>	415-662-2184	<b>Superintendent</b>	Mary Buttler
<b>Principal</b>	Christy Stocker	<b>E-mail Address</b>	mbuttler@marin.k12.ca.us
<b>E-mail Address</b>	cstocker@marin.k12.ca.us	---	---

### **School Description and Mission Statement**

This section provides information about the school's goals and programs.

Nicasio School is a unique public school that has been serving the Nicasio community 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, highly qualified teachers and staff, an involved board, and dedicated parent volunteers contribute significantly 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

This section provides information about opportunities for parents to become involved with school activities.

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 drama, art, and Spanish, as well as other benefits, such as classroom instructional aides. Supplemental supplies and materials along with upgrades to the campus are also generously donated.

### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	4	Grade 8	6
Grade 1	6	Ungraded Elementary	0
Grade 2	6	Grade 9	0
Grade 3	6	Grade 10	0
Grade 4	9	Grade 11	0
Grade 5	14	Grade 12	0
Grade 6	7	Ungraded Secondary	0



## Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

**No data are available for this section**

## Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through Grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
<b>K</b>	100%	100%	100%
<b>1</b>	100%	100%	100%
<b>2</b>	100%	100%	100%
<b>3</b>	100%	100%	100%

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

A school safety plan is in place. The school Site Council annually creates a comprehensive survey in which parents, students and staff participate. Using information from this survey, the Site Council committee works together to update the safety plan to ensure that the campus is a safe environment for learning and that the staff and students are prepared in the event of an emergency.

### School Discipline Practices

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

The School Board has a policy regarding discipline practices. This policy is designed not only to document disciplinary issues and hold students accountable for their behavior, but it also promotes student reflection and contribution back to the school community. Parents are provided with information about the discipline policy through informational packets at the start of the school year. A copy of this policy is also included with any discipline report that is sent home with a student. Students are expected

to review and sign the discipline report and policy with their parents.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Suspensions</b>	0	0	0	0	0	0
<b>Expulsions</b>	0	0	0	0	0	0

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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. A soccer field and full-size basketball court were completed three years ago. Students and staff take pride in the campus and classes share responsibility in picking up trash around the campus. In addition, Nicasio School's parent community generously contributes resources (labor and materials) to help maintain and improve the school facility and grounds.

### School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
<b>Gas Leaks</b>	x		
<b>Mechanical Systems</b>	x		
<b>Windows/Doors/Gates (interior and exterior)</b>	x		
<b>Interior Surfaces (walls, floors, and ceilings)</b>	x		

<b>Hazardous Materials (interior and exterior)</b>	X		
<b>Structural Damage</b>	X		
<b>Fire Safety</b>	X		
<b>Electrical (interior and exterior)</b>	X		
<b>Pest/Vermin Infestation</b>	X		
<b>Drinking Fountains (inside and outside)</b>	X		
<b>Restrooms</b>	X		
<b>Sewer</b>	X		
<b>Playground/School Grounds</b>	X		
<b>Other</b>			

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
<b>With Full Credential</b>	5	5	5	5
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	0.0	0.0
<b>Low-Poverty Schools in District</b>	100.0	0.0

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Substitute Teachers are registered with the Marin County Office of Education.
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### Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Teachers are evaluated by the Principal in accordance with District policy on Teacher Evaluations.
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## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	--	

<b>Library Media Teacher (Librarian)</b>	--	---
<b>Library Media Services Staff (paraprofessional)</b>	--	---
<b>Psychologist</b>	--	---
<b>Social Worker</b>	--	---
<b>Nurse</b>	--	---
<b>Speech/Language/Hearing Specialist</b>	--	---
<b>Resource Specialist (non-teaching)</b>	--	---
<b>Other</b>	--	---

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

<b>Core Curriculum Area</b>	<b>Quality, Currency, and Availability of Textbooks and Instructional Materials</b>	<b>Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	K-5 Houghton Mifflin  Adopted: 2003/04  6-8 Prentice Hall Silver, Copper and Bronze level readers; Core Literature including fiction/non-fiction/poetry  Adopted: 2003/04	0% (All students have state adopted textbooks.)
<b>Mathematics</b>	K-5 Sadlier Oxford – Progress in Math  Adopted: 2000/01  6 Scott Foresman “California Mathematics”  Adopted: 2000/01  7 Pre-algebra – Prentice Hall Pre-algebra California Edition  Adopted: 2000/01  8 Algebra – Prentice Hall Algebra California Edition	0% (All students have state adopted textbooks.)

	Adopted: 2000/01	
<b>Science</b>	K-5 Hartcourt Science	0% (All students have state adopted textbooks.)
	Adopted: 2001/02	
	6-8 Holt Science & Technology (Physical Science, Life Science, Earth Science)	
<b>History-Social Science</b>	Adopted: 2001/02	0% (All students have state adopted textbooks.)
	K-5 Scott Foresman	
	Adopted: 2005/06	
	6-8 TCI - History Alive!	
	Adopted: 2005/06	
<b>Foreign Language</b>	N/A	N/A
<b>Health</b>	N/A	N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>	\$8,638	--	\$8,638	\$52,937
<b>District</b>	---	---	\$8,638	\$52,937
<b>Percent Difference - School Site and District</b>	---	---	0%	0%
<b>State</b>	---	---	\$7,127	\$52,375
<b>Percent Difference - School Site and State</b>	---	---	+ 21%	+ .01%

## Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The District provides a wide range of programs and services funded through federal, state and local revenues including 4.5 FTE teachers, a part-time administrative assistant, a part-time bilingual aide, a part-time instructional aide and a lunch time supervisor.

## Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can 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/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$39,606	\$35,546
<b>Mid-Range Teacher Salary</b>	\$54,314	\$51,472
<b>Highest Teacher Salary</b>	\$64,792	\$62,511
<b>Average Principal Salary (Elementary)</b>	\$70,000	\$78,512
<b>Average Principal Salary (Middle)</b>	N/A	\$82,123
<b>Average Principal Salary (High)</b>	N/A	\$64,642
<b>Superintendent Salary</b>	N/A	\$94,827
<b>Percent of Budget for Teacher Salaries</b>	42.5	38.9
<b>Percent of Budget for Administrative Salaries</b>	5.0	6.4

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
<b>English-Language Arts</b>	71	78	71	71	78	71	36	40	42
<b>Mathematics</b>	65	80	73	65	80	73	34	38	40
<b>Science</b>	*	*	85	*	*	85	25	27	35
<b>History-Social Science</b>	*	*	*	*	*	*	29	32	33

## CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
<b>African American</b>	*	*		
<b>American Indian or Alaska Native</b>				
<b>Asian</b>	*	*		
<b>Filipino</b>				
<b>Hispanic or Latino</b>	*	*	*	
<b>Pacific Islander</b>				
<b>White (Not Hispanic)</b>	80	76	88	*
<b>Male</b>	62	72	83	*
<b>Female</b>	81	73	*	*
<b>Economically Disadvantaged</b>	*	*		
<b>English Learners</b>	*	*	*	
<b>Students with Disabilities</b>	*	*	*	*
<b>Students Receiving Migrant Education Services</b>	*	*	*	

## Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each

grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	79	100	71	79	100	71	43	41	42
Mathematics	73	86	86	73	86	86	51	52	53

### NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian	*	*
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	*	*
Male	*	*
Female	*	*
Economically Disadvantaged		
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services	*	*

### Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade	Reading	Writing	Mathematics
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Level	2003/04	2004/05	2006	2004	2005	2006	2004	2005	2006
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

***\*Most grade levels at Nicasio School have fewer than 10 students. In order to protect student privacy, grade level scores for local assessments are not included in this report. The school does participate in ETF reading and writing assessments annually. ETF scores are used to identify students' strengths and weaknesses in reading and writing. From this information, teachers develop individualized learning plans.***

### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can 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.*

Grade Level	Percent of Students Meeting Fitness Standards
5	(See notation below.)
7	(See notation below.)
9	N/A

***\*As a result of small 5<sup>th</sup> and 7<sup>th</sup> grade classes, data is not being reported to protect student privacy. Both 5<sup>th</sup> and 7<sup>th</sup> grade students were tested. Strengths and weaknesses were identified.***

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	9	10	10
Similar Schools	N/A	N/A	N/A

### API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	18	19	2	892
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	14			
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		

## State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

N/A
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## Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Overall</b>	Yes	Yes
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	Yes	Yes
<b>Percent Proficient - Mathematics</b>	Yes	Yes
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	N/A	N/A

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

## X. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's 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

This section provides information about the program for training the school's teachers and other professional staff.

Teachers participate in both contractual and voluntary staff development programs. Three 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.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000

<b>1</b>	56,960	50,400
<b>2</b>	56,960	50,400
<b>3</b>	56,960	50,400
<b>4</b>	56,960	54,000
<b>5</b>	56,960	54,000
<b>6</b>	56,960	54,000
<b>7</b>	56,960	54,000
<b>8</b>	56,960	54,000
<b>9</b>	N/A	64,800
<b>10</b>	N/A	64,800
<b>11</b>	N/A	64,800
<b>12</b>	N/A	64,800

### **Minimum Days in School Year**

This section provides 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.

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