

# School Accountability Report Card Reported for School Year 2003-2004

*Published During 2004-2005*

**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 <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
<b>School Name</b>	Bolinas Elementary	<b>District Name</b>	Bolinas-Stinson Union Elementary
<b>Principal</b>	Larry Enos	<b>Superintendent</b>	Larry Enos
<b>Street</b>	125 Olema-Bolinas Rd.	<b>Street</b>	125 Olema-Bolinas Rd.
<b>City, State, Zip</b>	Bolinas, CA 94924-	<b>City, State, Zip</b>	Bolinas, CA 94924-
<b>Phone Number</b>	415-868-1603	<b>Phone Number</b>	415-868-1603
<b>FAX Number</b>	415-868-9406	<b>FAX Number</b>	415-868-9406
<b>Web Site</b>	<a href="http://bolinas.marin.k12.ca.us">http://bolinas.marin.k12.ca.us</a>	<b>Web Site</b>	<a href="http://bolinas.marin.k12.ca.us">http://bolinas.marin.k12.ca.us</a>
<b>E-mail Address</b>	lenos@marin.k12.ca.us	<b>E-mail Address</b>	lenos@marin.k12.ca.us
<b>CDS Code</b>	21-65300-6024137	<b>SARC Contact</b>	Larry Enos

## School Description and Mission Statement

The Bolinas-Stinson Union School District is a Kindergarten through 8<sup>th</sup> grade, with enrollment of 131 students. Our two beautiful campuses were built and dedicated in 1981 after years of planning by community members and architects. Every attempt was made to build a school that was both functional and aesthetic.

### THE STINSON BEACH CAMPUS

Located on Highway One, a kilometer north of the community of Stinson Beach, this campus consists of three classrooms set back against the hillside with a view of the Bolinas Lagoon. The Stinson Beach campus houses the primary grades (K, 1, 2.) Each classroom opens out to a courtyard, which provides a warm community feeling for the children and staff. One of the classrooms has a cheery fireplace and a window seat looking out to the lagoon. A modern playground sits out in the field. The natural beauty of the location is enhanced by the children.

### THE BOLINAS CAMPUS

Since the early part of the century the Bolinas campus has been located in Gospel Flats. The traditional look and feel of the school has been maintained in the new buildings. A replica of an old ranch house is now the school/district office. A replica of the original school building, built to modern earthquake standards, houses the school library and a Learning Center. The rest of the classrooms dot the 2.6 acre campus along with a playing field, basketball and volleyball courts, and a large playground structure. Students are called to class by an old-fashioned bell in the belfry of the library. Children in these grades are taught to live in the modern world surrounded by reminders of the past.

The Bolinas and Stinson Beach School Community believe that each child is a unique individual with an

enormous capacity to learn. The Community shall work together to help each child to:

- Develop a lifelong love of learning
- Think critically and creatively
- Master academic skills and strive for excellence
- Build self-esteem, independence, responsible behavior, and respect for others
- Develop a concern for the environment and an awareness of the global community
- Contribute to the community at large

## Opportunities for Parental Involvement

<b>Contact Person Name</b>	Larry Enos	<b>Contact Person Phone Number</b>	415-868-1603
<b>SCHOOL SITE COUNCIL</b>			
<p>The School Site Council (SSC) is a group of parents, teachers, classified staff, and school principal who meet monthly in the Bolinas campus library. Members are elected to serve for two years. Officers are elected annually and vacancies are filled as needed.</p> <p>One of the primary functions of the SSC is to develop the School Level Plan, which addresses educational goals and their implementation.</p> <p>Meetings are generally held on the first Tuesday of each month at 3:15 p.m. in the Bolinas School Library. All are welcome to attend. Members organize council activities and discuss topics of current interest, e.g. the emergency plan, discipline, family-life education, and various subjects relating to the school community as a whole. These meetings are a good place to start to bring concerns, expertise and good humor to share with other parents and staff. A roster of council members is available in the school office.</p>			
<b>SCHOOL FOUNDATION</b>			
<p>The Bolinas-Stinson Beach School Foundation (BSBSF) was formed to give charitable assistance to the Bolinas-Stinson School. The Foundation solicits tax-deductible donations from the community and participates in fundraising through a variety of programs. Active participation in fundraising endeavors ensures that exciting programs can continue. There are a variety of ways to help guarantee the continuation of support by participation in the SCRIP program, tax-deductible donations, giving time for fundraising, being an active member of the Foundation. Please contact us at P.O. Box 43, Bolinas, CA 94924.</p>			
<b>VOLUNTEERS IN THE CLASSROOM</b>			
<p>The Board of Trustees of the Bolinas-Stinson Union School District recognizes the importance of having volunteers, especially parents/guardians of its students in the classroom. Individuals interested in volunteering in the classroom or school should contact classroom teachers or call the school office at 868-1603. Volunteers are required to sign-in at the school office before going into the classroom.</p>			
<b>MEMBERSHIP IN VARIOUS COMMITTEES</b>			
<p>Periodically, the Board of Trustees appoints committees to advise them and make recommendations about the operation of the school and school programs.</p>			

## 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	10	Grade 5	15
Grade 1	10	Grade 6	14
Grade 2	14	Grade 7	21
Grade 3	14	Grade 8	19
Grade 4	14	Total Enrollment	131

## 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	0	0.0	Hispanic or Latino	12	9.2
American Indian or Alaska Native	0	0.0	Pacific Islander	2	1.5
Asian	1	0.8	White (Not Hispanic)	101	77.1
Filipino	1	0.8	Multiple or No Response	14	10.7

## II. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	April 7, 2004	Date Last Discussed with Staff	April 7, 2004
<p>Our School Safety Plan is reviewed periodically with staff. In addition to the School Safety Plan the District also has an Emergency Preparedness Plan, which is periodically revised in conjunction with local emergency and response agencies. Copies of the School Safety Plan are available in the school office. The plan covers the following areas:</p> <ul style="list-style-type: none"> <li>▪ An assessment of the current status of school crime Strategies and Programs</li> <li>▪ Disaster Procedures, routine and emergency</li> <li>▪ Policies Regarding Actions Leading to Suspension and/or Expulsion</li> <li>▪ Procedures to Notify Teachers of Dangerous Pupils</li> <li>▪ Sexual Harassment Policy</li> <li>▪ Child Abuse Reporting Procedures</li> <li>▪ School-wide Dress Code</li> <li>▪ Procedures for Safe Ingress and Egress of Pupils</li> <li>▪ Rules and Procedures on School Discipline</li> </ul>			

### School Programs and Practices that Promote a Positive Learning Environment

In addition to maintaining a safe and esthetically pleasing school environment, the Bolinas-Stinson Union School District is interested in the welfare of every student. Human and fiscal resources are allocated to provide services to students that are necessary for their well-being and full participation in the instructional program. The district contracts the services of an Educational Psychologist one day per week. Counseling is provided by two counseling interns who provide services to children and families three days per week.

Bolinas-Stinson Union School District provides a comprehensive academic program, as well as a music program in kindergarten through fourth grade. The teacher uses appropriate songs to develop the ear of the student so they learn to sing on pitch and to keep a consistent beat by clapping hands or playing a rhythm instrument. Later, students learn simple harmonies and rounds as well as folk dances and other musical styles. Children create original musical plays and attend local Symphony performances. Fifth graders are taught to play the recorder as well as read music. Middle school students can choose musical electives.

Our nationally recognized art program exposes students to a wide variety of tools, materials and media in order to foster imagination, self-confidence and skill development. The program is housed in a specifically designed building with four "classrooms," each devoted to a particular medium.

Professional artists staff the clay, wood, art, and jewelry/metal shops. The schedule rotates monthly so all students' work in each area. The program is community inspired and community supported.

The P.E. program stresses motor skills development, cooperation, and sportsmanship leading to successful group recreational activities as well as personal wellness. Through active participation in a variety of group and individual skill areas, the students develop and maintain a state of physical fitness and well-being. In addition, each year the students participate in Field Day, a day-long track and field competition. Upper graders who do well in this competition participate in the annual County Track Meet. Finally, the Middle school students participate in an elective program. Art and music specialists, as well as classroom teachers and outside instructors offer a variety of electives ranging from drawing, ceramics, dance, music and theater.

### 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		
	2002	2003	2004	2002	2003	2004
<b>Number of Suspensions</b>	3	0	0	3	0	0
<b>Rate of Suspensions</b>	0.02	0.0	0.0	0.02	0.0	0.00
<b>Number of Expulsions</b>	0	0	0	0	0	0
<b>Rate of Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0

### School Facilities

School facilities provide an outstanding learning environment for all, including students, staff, parents, and members of our local community. Our custodial and maintenance staff keeps our facilities clean, free of litter and graffiti, and in good repair. The district maintains a capital reserve in order to meet facilities needs and to respond to emergencies as they arise.

## 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) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT 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. 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	65	59	57	65	59	57	32	35	36
Mathematics	48	57	46	48	57	46	31	35	34
Science			21			21	30	27	25
History-Social Science			53			53	28	28	29

## CST - Racial/Ethnic Groups

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

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts							62
Mathematics							49
Science							25
History-Social Science							62

## CST - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	63	49		61	56	23	62	
Mathematics	56	33		44	46	31	48	
Science					21		25	
History-Social Science					57		50	

## Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	77	57	---	77	57	---	43	43
Mathematics	---	74	70	---	74	70	---	50	51

## 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							59
Mathematics							74

## NRT - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	56	58		60	56	31	61	
Mathematics	70	71		86	68	46	74	

## Local Assessment

Educational Task Force (ETF) assessments support a “triangulated” system promoted by researchers Bena Kallick and Arthur Costa. Such a system ensures that students have multiple opportunities to demonstrate their knowledge and skills and the ability to apply them.

ETF performance assessments require students to use their skills and knowledge in real-world tasks. For example, third graders explain what they understand about a story they’ve read, fourth graders write an essay about an important experience in their lives, seventh graders complete a complex mathematics problem-solving task and tenth graders submit a portfolio of their accomplishments in reading, writing and speaking.

Teachers evaluate ETF performance assessments using a rubric to rate the quality of student performance on a scale of 1 to 6. For example, a rubric for writing contains descriptors of important features of writing such as clarity and organization; elaboration of arguments; vocabulary and sentences; grammar, usage and spelling. A score of 4 is considered proficient on all ETF assessments. By evaluating actual samples of student work teachers can reward students for what they are able to do and determine what type of errors students are making. Teachers gain valuable feedback about the effectiveness of their instructional program and information about what specific skills students need to be taught.

Results from performance assessments provide important information for students, parents, teachers and administrators that complement results from standards based tests. ETF assessments are teacher-designed and scored. They provide analyses of student progress over several years and are tightly linked to what is taught and how it is delivered in our classrooms.

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

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
3		76.9	58.3						
4				37.5	6.3	0.0		0.0	0.0
5				58.3	60.0	53.3			
6				30.8	42.1	23.1			
7				62.5	80.0	35.3	4.3	12.0	0.0
8				86.7	92.0	72.2			

## 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/ta/tg/pfi/>. *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

## 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/ta/ac/ap/> or by speaking with the school principal.

## Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>Percent Tested</b>	100	99		<b>Percent Tested</b>	99		98
<b>API Base Score</b>	822	809		<b>API Growth Score</b>	812		777
<b>Growth Target</b>	A	A		<b>Actual Growth</b>	-10		
<b>Statewide Rank</b>	9	9					
<b>Similar Schools Rank</b>	5	1					



## API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>African-American</b>				<b>African-American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	838	816		API Growth Score	824		791
Growth Target	A	A		Actual Growth	-14		

## API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
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.*

## Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools 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, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.



	School	District
<b>Year Identified for Program Improvement</b>		---
<b>Year in Program Improvement</b>		---
<b>Year Exited Program Improvement</b>		---
<b>Number of Schools Currently in Program Improvement</b>	---	0
<b>Percent of Schools Identified for Program Improvement</b>	---	0.0

### 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. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
<b>All Students</b>	---	No	No	---	No	No
<b>Subgroups</b>						
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
<b>All Students</b>	---	No	No	---	No	No
<b>African American</b>	---	n/a	n/a	---	n/a	n/a
<b>American Indian or Alaska Native</b>	---	n/a	n/a	---	n/a	n/a
<b>Asian</b>	---	n/a	n/a	---	n/a	n/a
<b>Filipino</b>	---	n/a	n/a	---	n/a	n/a
<b>Hispanic or Latino</b>	---	n/a	n/a	---	n/a	n/a
<b>Pacific Islander</b>	---	n/a	n/a	---	n/a	n/a
<b>White (not Hispanic)</b>	---	No	Yes	---	No	Yes
<b>Socioeconomically Disadvantaged</b>	---	n/a	n/a	---	n/a	n/a
<b>English Learners</b>	---	n/a	n/a	---	n/a	n/a
<b>Students with Disabilities</b>	---	n/a	n/a	---	n/a	n/a

## IV. School Completion (Secondary Schools)

*N/A for K-8 schools*

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

Grade	2002			2003			2004					
	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+
<b>K</b>	15.0	1			11.0	1						
<b>1</b>	15.0	1			15.0	1						
<b>2</b>	14.0	1			13.0	1			14.0	1		
<b>3</b>												
<b>4</b>												
<b>5</b>	12.0	1			17.0	1			15.0	1		
<b>6</b>	15.0	1			19.0	1			14.0	1		
<b>K-3</b>									20.0	2		
<b>3-4</b>	15.0	2			14.0	2			14.0	2		
<b>7-8</b>	19.5	2			23.0	2			20.0	2		
<b>Other</b>												

## 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.

Subject	2002			2003			2004					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	19.5	2			23.0		2		20.0	2		
<b>Mathematics</b>	19.5	2			23.0		2		20.0	2		
<b>Science</b>	19.5	2			23.0		2		20.0	2		
<b>Social Science</b>	19.5	2			23.0		2		20.0	2		

## 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		
	2002	2003	2004
<b>K</b>	100%	100%	100%
<b>1</b>	100%	100%	100%
<b>2</b>	100%	100%	100%
<b>3</b>	100%	100%	100%

## VI. Teacher and Staff Information

## Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not 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.

	School	District
<b>This School</b>	12.5	---
<b>All Schools in District</b>	---	12.5
<b>High-Poverty Schools in District</b>	---	0.0
<b>Low-Poverty Schools in District</b>	---	12.5

## 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 only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
<b>Total Teachers</b>	10	10	10
<b>Teachers with Full Credential</b>	9	9	9
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	0	0	0
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	1	1	1
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

## Teacher Misassignments **THIS IS NEW. PLEASE COMPLETE OR INDICATE ZERO**

Data reported are the number of placements of a certificated employee in a teaching or services position 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.

	2002	2003	2004
<b>Misassignments of Teachers of English Learners</b>	---	---	0
<b>Total Teacher Misassignments</b>	---	---	0

## Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	10.0	10.0
Master's Degree	30.0	30.0
Bachelor's Degree plus 30 or more semester hours	50.0	50.0
Bachelor's Degree	10.0	10.0
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.

	2002	2003	2004
Vacant Teacher Positions	---	---	0

## Teacher Evaluations

Permanent teachers are evaluated semi-annually and probationary and temporary teachers are evaluated annually. Professional development opportunities are provided through three non-teaching staff development days and release time. Teachers participate in in-service provided by the Educational Task Force, the Marin County Office of Education's Teacher Learning Cooperative and a variety of other professional organizations.

## Substitute Teachers

Substitute Teachers are authorized through the Marin County Office of Education. The District has little difficulty in securing qualified substitute teachers.

## Counselors and Other Support Staff

N/A for K-8 schools.

## VII. Curriculum and Instruction

### School Instruction and Leadership

The district has adopted California State Standards. All teachers are well versed in the specific standards for their grade level(s) and the pragmatics of carefully aligning their grade level curriculum, instruction, and assessment practices to the standards. Teachers and administrators continue to work together to insure common understanding of content standards and the prioritization of key or "power standards" to focus instructional emphasis. Various assessments, projects, supplementary materials, field trips, etc., are thoughtfully aligned with the grade level standards in mind. Teachers and administrators will continue to develop and revise benchmarks within each grade level and annual outcomes to achieve appropriate progress towards State Standards.

## Professional Development

A comprehensive professional development plan is in place/in process to train teachers in our core State Standards based program. Professional development includes research summaries of best practices, hands on demonstration, modeling, partner and group practice with their grade level peers. Follow-up meetings during the school year include grade level meetings, classroom visitations, coaching, data analysis and student specific problem solving to link student assessment data to instructional practice.

New teachers participate in The Beginning Teacher Support and Assessment Program (BTSA). Administrators and teachers in the district participate in professional development workshops offered by the Marin County Office of Education, ETF and the Marin Reading Council.

### **Quality and Currency of Textbooks and Other Instructional Materials**

Annually the School Board adopts a resolution certifying that adequate and appropriate instructional materials are made available to all students.

Instructional Materials include:

- Textbook
- Library Books
- Video Tapes
- Books on Tape
- Computer Software
- Internet Accessibility

### **Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials**

The availability of sufficient standards-aligned 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, and history-social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

Sufficient Standards-Aligned Textbooks and other instructional materials are available for each student.

### **Instructional Minutes**

The California *Education Code* establishes a 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
<b>K</b>	<b>41,980</b>	36,000
<b>1</b>	<b>52,680</b>	50,400
<b>2</b>	<b>52,680</b>	50,400
<b>3</b>	<b>58,410</b>	50,400
<b>4</b>	<b>58,410</b>	54,000
<b>5</b>	<b>58,410</b>	54,000
<b>6</b>	<b>58,410</b>	54,000
<b>7</b>	<b>58,410</b>	54,000
<b>8</b>	<b>58,410</b>	54,000

## Total Number of Minimum Days

A total of 18 days were school minimum days during the 2003-2004 school year. 10 days were for parent conferences and 8 days for curriculum articulation and development.

## VIII. Postsecondary Preparation (Secondary Schools)

N/A for K-8 schools/districts.

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 2002-2003)

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. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,150	\$34,480
Mid-Range Teacher Salary	\$58,236	\$50,405
Highest Teacher Salary	\$76,699	\$60,239
Average Principal Salary (Elementary)		\$77,276
Average Principal Salary (Middle)		\$80,315
Average Principal Salary (High)		
Superintendent Salary	\$95,970	\$101,078
Percent of Budget for Teacher Salaries	31.7	39.1
Percent of Budget for Administrative Salaries	4.9	6.2

### Expenditures (Fiscal Year 2002-2003)

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/ds/fd/ec/>.

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)
\$1,888,189	\$13,233	\$6,542	\$6,822

## Types of Services Funded

A comprehensive educational program is provided, which includes:

- Core subject instruction,
- Instructional assistants,
- Library media support programs,

- Music and fine arts programs,
- English language development,
- Technology and instructional materials, and
- Professional training and development