



Inverness Elementary School

1 Forres Way • Inverness, CA 94937 • (415) 669-1018 • Grades K-1

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Shoreline Unified School District

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District Governing Board

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District Administration

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Principal, West Marin-Inverness
Adam Jennings
Principal, Tomales High School
James Patterson
Principal, Tomales Elementary School
Nancy Wolf
Principal, Bodega Bay Elementary School
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School Description

Inverness is one of five schools in the Shoreline Unified School District. Located in Inverness, it is surrounded by the Point Reyes National Seashore and borders the Tomales Bay. Inverness is an elementary school serving approximately 45 kindergarten-1st grade students in a traditional school year calendar. The demographics of our students are 57 percent Latino, 41 percent White, and 2 percent Asian. English Learners make up 47 percent of the school and 52 percent are eligible for free or reduced lunch. Students are served by seven regular classroom teachers, a special day class teacher, a resource specialist, a literacy intervention instructional assistant, a part-time speech and language therapist, a Spanish teacher, and a music teacher. Our counseling programs consist of a part-time counselor and a part-time psychologist. Students and teachers are also supported by six classified staff, including an art instructor and a library clerk. Inverness offers its diverse student body a wide variety of academic programs, including iPads and educational apps for students, an art program which also partners with local artists, a full-time music program, Spanish instruction for each student, whole-school and grade level physical education program, library time for each grade level, and a school garden that provides fruits and vegetables periodically to the lunch program and community.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	20
Grade 1	18
Total Enrollment	38

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	2.6
Hispanic or Latino	44.7
Native Hawaiian or Pacific Islander	0
White	52.6
Two or More Races	0
Socioeconomically Disadvantaged	44.7
English Learners	42.1
Students with Disabilities	0
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Inverness Elementary School	14-15	15-16	16-17
With Full Credential	4	4	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Shoreline Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Inverness Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: December, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill California Treasures The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-1st Pearson Investigations The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Scott Foresman The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Inverness School site is in excellent condition, having gone through extensive renovation the past few years.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents are critical to the success of their child, and to the learning community, thus Inverness School encourages parents and community members to participate in a variety of important school activities, including volunteering in the classroom or on field trips, serving on and/or attending meetings of the School Site Council, English Language Advisory Committee, and Parent Teacher Student Association.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Inverness School's Safety Plan is primarily published in the Parent & Student Handbook annually, and includes rules and guidelines about Attendance, Transportation, Health and Safety, School Breakfast, Lunch, and Nutrition Programs, Social Climate Guidelines, Discipline, Concerns and Complaints, Academic Student Support, and Counseling and Social Support. Similarly, Inverness School is guided by the EMERGENCY REPOSE QUICK REFERENCE GUIDE published by the Marin County Office of Education. The school safety plan is reviewed by the staff annually. Students and staff participate in a monthly emergency drill, which is normally a fire drill, but the school holds at least two earthquake drills, including the annual Great California Shakeout each October when the school partners with the Marin County Fire Department. The school also holds Anti-bullying, Pro-social assemblies on the first Monday of each month to review school board policy and to model and learn pro-social behaviors.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.2	1.8	3.7
Expulsions Rate	0.0	0.2	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	60.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.2
Psychologist	.2
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist	.2
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	18	22	22	1				1	1			
1	13	20	20	1	1	1						

Professional Development provided for Teachers

Three full days per year are provided for staff development. Additionally, teachers may take release time to observe in other classrooms, and/or to attend workshops and trainings. Teachers new to the profession receive support through BTSA (Beginning Teacher Support and Assessment).

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$40,430
Mid-Range Teacher Salary		\$58,909
Highest Teacher Salary		\$77,358
Average Principal Salary (ES)		\$94,634
Average Principal Salary (MS)		\$97,839
Average Principal Salary (HS)		\$100,453
Superintendent Salary		\$123,728
Percent of District Budget		
Teacher Salaries	31%	32%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$16,609	\$5,407	\$11,202	\$77,347
District	♦	♦	\$11,098	77,347
State	♦	♦	\$5,677	\$60,705
Percent Difference: School Site/District			0.9	0.0
Percent Difference: School Site/ State			97.3	27.4

* Cells with ♦ do not require data.

Types of Services Funded

The District Parcel Tax supports programs for art, music, Spanish, physical education, gardening, and counseling.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.