



West Marin School

11550 Highway One • Point Reyes Station, CA 94956 • 415-663-1014 • Grades 2-8

Matthew Nagle, Principal

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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

Jill Manning-Sartori, President
Clarette McDonald, Vice President
Avito Miranda, Clerk
Jim Lino, Trustee
Tim Kehoe, Trustee
Jane Healy, Trustee
Vonda Jensen, Trustee

District Administration

Bob Raines
Superintendent
Matthew Nagle
**Principal, West Marin-Inverness
School**
Adam Jennings
Principal, Tomales High School
James Patterson
Principal, Tomales Elementary School
Nancy Wolf
**Principal, Bodega Bay Elementary
School**
Bruce Abbott
Chief Business Official

School Description

West Marin School (WMS) is one of five schools in the Shoreline Unified School District. Located in Point Reyes Station, it is surrounded by the Point Reyes National Seashore and borders the Tomales Bay. WMS is an elementary school serving approximately 137 2nd-8th 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. WMS offers its diverse student body a wide variety of academic and athletic programs, including an iPad for each student to use at school and to take home, 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, cross country, football, and track and field, 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
Grade 1	1
Grade 2	21
Grade 3	13
Grade 4	15
Grade 5	25
Grade 6	17
Grade 7	14
Grade 8	17
Total Enrollment	123

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.8
Asian	1.6
Filipino	0
Hispanic or Latino	58.5
Native Hawaiian or Pacific Islander	0.8
White	38.2
Two or More Races	0
Socioeconomically Disadvantaged	56.1
English Learners	52
Students with Disabilities	22.8
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			
West Marin School	14-15	15-16	16-17
With Full Credential	10	11	
Without Full Credential	1	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			
West Marin 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, 2016	
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	2nd-5th Pearson Investigations & 6th-8th College Preparatory Mathematics 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 West Marin 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			Gutters need replaced
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	42	48	46	48	44	48
Math	40	40	39	36	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	76	82	41	63	64	56	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.1	34.6	23.1
7	13.3	53.3	26.7

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	45	41	91.1	41.5
Male	26	22	84.6	31.8
Female	19	19	100.0	52.6
Hispanic or Latino	28	27	96.4	18.5
White	17	14	82.4	85.7
Socioeconomically Disadvantaged	30	28	93.3	21.4
English Learners	25	24	96.0	20.8
Students with Disabilities	12	12	100.0	25.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	16	15	93.8	40.0
	4	15	13	86.7	69.2
	5	26	26	100.0	30.8
	6	19	17	89.5	41.2
	7	15	15	100.0	71.4
	8	19	17	89.5	52.9
Male	3	--	--	--	--
	4	11	9	81.8	77.8
	5	16	16	100.0	31.3
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	16	16	100.0	25.0
	6	11	11	100.0	27.3
	7	--	--	--	--
	8	12	11	91.7	36.4
Native Hawaiian or Pacific Islander	6	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	18	18	100.0	27.8
	6	--	--	--	--
	7	--	--	--	--
	8	12	11	91.7	27.3
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	15	15	100.0	13.3
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	16	15	93.8	60.0
	4	15	13	86.7	53.9
	5	26	26	100.0	16.0
	6	19	17	89.5	23.5
	7	15	15	100.0	66.7
	8	19	17	89.5	41.2
Male	3	--	--	--	--
	4	11	9	81.8	55.6
	5	16	16	100.0	18.8
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	16	16	100.0	12.5
	6	11	11	100.0	9.1
	7	--	--	--	--
	8	12	11	91.7	18.2
Native Hawaiian or Pacific Islander	6	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	18	18	100.0	11.8
	6	--	--	--	--
	7	--	--	--	--
	8	12	11	91.7	18.2
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	15	15	100.0	13.3
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 West Marin 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 the weekly Cafecitos and the monthly 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

West Marin 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, West Marin 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	0.8	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	2011-2012	2013-2014
Year in Program Improvement	Year 3	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)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.2
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.4
Resource Specialist	1.0
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
2	12	11	11	1	1	1						
3	26	13	13		1	1	1					
4	17	24	24	1				1	1			
5	13	14	14	1	1	1						
6	18	14	14	1	1	1						
Other		10	10		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%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$16,652	\$7,216	\$9,436	\$67,646
District	♦	♦	\$11,098	67,646
State	♦	♦	\$5,677	\$60,705
Percent Difference: School Site/District			-15.0	0.0
Percent Difference: School Site/ State			66.2	11.4

* Cells with ♦ do not require data.

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

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.