

2007 - 2008 School Accountability Report Card Reported (SARC)

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 SARC Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

School Name	West Marin Elementary	District Name	Shoreline Unified
Street	11550 Highway 1	Phone Number	(707) 878-2266
City, State, Zip	Point Reyes, CA 94956	Web Site	http://shoreline.marin.k12.ca.us
Phone Number	(415) 663-1014	Superintendent	Stephen Rosenthal
Principal	Anne Harris	E-mail Address	srosenthal@marin.k12.ca.us
E-mail Address	anneh@marin.k12.ca.us	CDS Code	21-73361-6024954

School Description and Mission Statement:

West Marin Elementary School is a 2nd – 8th elementary school. Students are served by seven regular classroom teachers, six support staff, one SDC/RSP teacher, one Literacy Intervention teacher, a 0.6 FTE Spanish teacher, and a full time Counselor. The school offers a comprehensive academic program as well as a variety of enrichment and support services, such as: Art, Library, Drama, Music, Spanish, Gardening, and in school and after school tutoring. Special Education services are provided for students with identified needs.

Mission Statement:

In a safe and supportive environment, students will become life long learners. They will value and take responsibility for acquiring academic and social skills. They will also appreciate diversity in others and uniqueness in themselves as they contribute positively to their school, local and world communities.

Opportunities for Parental Involvement

Parents are encouraged to be active participants in their children's education. We welcome parent volunteers in the classroom, for special projects, and on field trips. In collaboration with Inverness School parents may participate in School Site Council, ELAC and PTSA. A Family Advocate supports students and families in need with funding from School Linked Services.

Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	16
Grade 3	18
Grade 4	14
Grade 5	18
Grade 6	18
Grade 7	22
Grade 8	14
Total Enrollment	120

Filipino	.83	White (not Hispanic)	49.17
Hispanic or Latino	48.33	Multiple or No Response	1.67
English Learners	36.0	Socioeconomically Disadvantaged	48.0
Students with Disabilities	4.0		

Average Class Size

Grade	2005 -2006			2006-2007			2007-2008		
	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+
2	16	1		21		1	16	1	
3	12	1		16	1		16	1	
4	20	1		18	1		13	1	
5	18	1		17	1		19	1	
6	16	1		17	1		18	1	

III. School Climate

School Safety Plan

West Marin School works closely with the West Marin Disaster Council to coordinate response to community-wide events. The school safety plan is reviewed yearly to go over practices and procedures and to schedule regular drills.

School Programs and Practices That Promote a Positive Learning Environment

Small class size (18 avg.), current instructional materials, in school and after school tutoring, small group intervention, after school homework center, awards for academic achievement, enthusiastic staff, staff development opportunities, counseling program, student study team, School Linked Services, discipline policy.

Suspensions and Expulsions

Rate	School		
	2005-06	2006-07	2007-08
Suspensions	3	2	0
Expulsions	0	0	0

IV. School Facilities - School Facility Conditions and Improvements - Safety, cleanliness and maintenance of facilities are a high priority of the District. A comprehensive review of safety reports shows identified concerns have been addressed promptly. Each facility is inspected by an independent insurance inspector on a regular basis.

Item Inspected	Facility in Good Repair	
	Yes	No
Gas Leaks	X	
Mechanical Systems	X	
Windows/Doors/Gates (interior and exterior)	X	
Interior Surfaces (walls, floors, and ceilings)	X	
Hazardous Materials (interior and exterior)	X	
Structural Damage	X	
Fire Safety	X	
Electrical (interior and exterior)	X	
Pest/Vermin Infestation	X	
Drinking Fountains (inside and outside)	X	
Restrooms	X	
Sewer	X	
Playground/School Grounds	X	
Other	X	

School facility is in exemplary condition.

V. Teachers – Teacher Credentials

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0

VI. 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
Academic Counselor	.86
Library Media Services Staff (paraprofessional)	1.0
Speech/Language/Hearing Specialist	.13

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials: All textbooks and instructional materials meet State standards and are available to all students. There are no pupils who lack their own assigned textbook and instructional materials.

Subject	Grades	Textbook	Adopted
Reading	2-3	Open court	2000
	4-6	Houghton Mifflin	2003
	7-8	Prentice Hall	1999
Math	2-7	Saxon Math	2005
Algebra	8	McDougal Littel I	2005
Soc Studies	2-3	Open Court	2000
	4-5	Scott Foresman	2006
	6-8	TCI/History Alive	2006
	K-3	Foss	2007
Science	4-5	Houghton Mifflin Science Works	2003
		Scott Foresman	2007
	6-8	Glencoe Science Voyages	2001
	6-7	CPO Science	2007
	8	McDougal Littell	2007

School Site	\$13,842	\$4,722	\$9,120	\$64,057
District	N/A	N/A	9,833	69,455
Percent Difference – School Site and District	N/A	N/A	92.75%	92.23%
State	N/A	N/A	5,300	54,955
Percent Difference – School Site and State	N/A	N/A	172.08%	116.56%

Teacher and Administrative Salaries (Fiscal year 2006-2007)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,755	\$36,658
Mid-Range Teacher Salary	61,492	53,646
Highest Teacher Salary	83,736	69,160
Average Principal Salary (Elementary)	114,095	85,019
Average Principal Salary (Middle)		85,660
Average Principal Salary (High)	118,320	91,134
Superintendent Salary	132,093	110,844
Percent of Budget for Teacher Salaries	36.0	35.2
Percent of Budget for Administrative Salaries	6.9	6.4

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) 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, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	56	49	55	50	51	55	42	43	46
Mathematics	58	52	52	47	41	52	40	40	43
Science	44	51	59	36	45	52	35	38	46
History-Social Science	52	29	36	31	33	35	33	33	36

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
Hispanic or Latino	30	30	43	
White (not Hispanic)	81	70	71	
Male	51	49	71	
Female	59	54	50	
Economically Disadvantaged	37	40	44	
English Learners	17	24		

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards
5	10.5
7	54.5

X. 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 school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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	2005	2006	2007
Statewide	7	7	6
Similar Schools	3	7	6

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.

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	21	-27	16	798
Hispanic or Latino	15	-50	-6	692
White (not Hispanic)	34	4	25	895
Socioeconomically Disadvantaged			16	727

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 AYP Web page.

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
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI

Professional Development: Shoreline Unified has conducted three staff development days each of the last 3 years.
