

Nicasio

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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.

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Nicasio
Street	5555 Nicasio Valley Rd.
City, State, Zip	Nicasio, CA 94946
Phone Number	415.662.2184
Principal	Barbara Snekkevik
E-mail Address	bsnekkevik@nicasioschool.org
Web Site	http://www.nicasioschool.org/
CDS Code	21654096024483

District Contact Information	
District Name	Nicasio School District
Phone Number	415.662.2184
Superintendent	Thomas Lohwasser
E-mail Address	superintendent@dixieschooldistrict.org
Web Site	http://www.nicasioschool.org/

School Description and Mission Statement (School Year 2016-17)

OVERVIEW

Nicasio School serves approximately 50 students in grades TK-8. Students learn in multi-grade classrooms with highly skilled teachers and support staff who prepare them for transition to high school and life outside of Nicasio's rural community. While many graduating 8th graders attend Sir Francis Drake High School in San Anselmo, many others attend private high schools in Marin County and San Francisco.

Nestled in the heart of Marin County, California, Nicasio School is one of the few remaining single-school public school districts in Marin. The district itself was established in 1862 with the first Nicasio schoolhouse constructed in 1867.

Nicasio School has changed dramatically since the late 1800s. Thanks to voters supporting a \$2.4 million school bond in 1999, today's campus is comprised of modern, state-of-the-art facilities. In addition to large classrooms, students at Nicasio School have access to the school's library, art room, up-to-date technology, and a multi-purpose room equipped with a stage and full kitchen. Having the advantage of a rural environment, students also enjoy working in the school's organic garden with support from their teachers along with parent and community volunteers.

VISION STATEMENT

Nicasio School prepares students to excel in high school and in life by attracting and maintaining outstanding teachers who deliver a stimulating curriculum through innovative instructional methods. Working with parents and the community, we support all students in reaching their full potential academically, physically, and emotionally by providing a safe and nurturing environment.

MISSION STATEMENT

Benefiting from its unique rural setting, strong sense of community and distinguished history, Nicasio School will educate children to value learning, act with integrity, live a healthful life, and participate as responsible citizens both globally and locally.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	5
Grade 1	6
Grade 2	5
Grade 3	5
Grade 4	7
Grade 5	2
Grade 6	6
Grade 7	7
Grade 8	7

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Asian	8
Hispanic or Latino	26
White	66

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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	5	4	3	3
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	1	0
Vacant Teacher Positions	0	0	0

Note: "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 (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	0	0

Note: 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)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades K-4: Reading Wonders, McGraw Hill, © 2014*</p> <p>Grades 5-8: Literature Units of Study (teacher-developed)</p> <p>Grades K-8: Lucy Calkin's Units of Study in Opinion/Argument, Information, and Narrative Writing, Heinemann © 2014*</p> <p>For the 2003-04 school year, the district adopted Houghton Mifflin Reading (CA) for grades K-5 and Prentice Hall Silver, Copper and Bronze reading anthologies for grades 6-8. The teachers were not satisfied with the quality of these programs and found them to be especially limited with the adoption of Common Core State Standards. However, the state of California has not yet provided an approved list of CCSS textbooks for English Language Arts. In the meantime, as the district awaits the state's approval of textbooks, K-4 students are using CCSS-aligned textbooks as part of a pilot program in order to meet CCSS requirements and students in grades 5-8 are studying literature units aligned to CCSS. *Pilot program implemented in the 2014-15 school year. The district anticipates a new CCSS language arts adoption for the 2016-17 school year.</p>	No	0.0%
Mathematics	Grades K-5: My Math, California Edition, McGraw Hill © 2013 Grades 6-8: Glencoe Math Course 1, 2 and 3, McGraw Hill © 2015 Board approved in June 2014 for the 2014-15 school year.	Yes	0.0%
Science	Grades K-5: Full Option Science System (FOSS), California Edition, Delta Education © 2007 Grades 6-8: Focus on Earth, Life and Physical Science, CPO Science © 2007 Board approved in May 2007 for the 2007-08 school year.	Yes	0.0%
History-Social Science	Grades K-5: Scott Foresman History-Social Science for California, Pearson Scott Foresman, © 2006 Grades 6-8: History Alive!, TCI, © 2002 Board approved for the 2005-06 school year. These textbooks programs are included on the most recent adoption list for California. However, the versions used at the district are prior copyright editions. The content standards for history-social science in California did not change between editions. As such, the district did not see a benefit to spending limited funds on purchasing a newer edition when the prior edition is already aligned to current learning standards and is meeting the needs of teachers and students.	No	0.0%
Foreign Language	Grades 6-8: ¿Cómo te va? Middle School Spanish (CA) Levels A and B, Glencoe, © 2007		0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Laboratory Equipment (grades 9-12)			0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

The administrative team ensures that the school's facilities are clean, safe, and in good working order on a regular basis. Annually, a facility inspection is conducted by the administrative team using a facility survey template developed by the State of California Office of Public School Construction. In addition, a representative from Keenan Insurance completes a walk-through each spring and provides his/her findings to the district office. The Marin County Fire Department also completes an annual inspection. From these three reports, the administrative team develops and prioritizes a list of action items.

Much of the Nicasio School campus was constructed in 2000 with pre-existing buildings receiving a full remodel at the same time. As such, the various buildings are in excellent condition both inside and out.

Recent Completed Facility Improvements:

Replaced a portion of the existing fence on the south side of the small field to address safety concerns related to the bottom of the fence.

Several dead and diseased trees removed from campus near the playground and behind the multi-purpose-room. In addition, other trees were thinned and trimmed as needed.

Exterior lighting required on-going maintenance and was repaired

Repairs to phone and sound system (replacement of mother board)

Upgrades to swing set

Repairs to library roofing

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: February 2016				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: February 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: February 2016				
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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	73	70	73	70	44	49
Mathematics	60	45	60	45	33	37

Note: 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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	5	5	100	
	4	9	8	89	
	5	2	2	100	
	6	6	6	100	
	7	7	7	100	
	8	6	6	100	
Male	3	0			
	4	0			
	5	0			
	6	0			
	7	0			
	8	0			
Female	3	0			
	4	0			
	5	0			
	6	0			
	7	0			
	8	0			

Note: 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.

Note: 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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	5	5	100	
	4	9	9	100	
	5	2	2	100	
	6	6	6	100	
	7	7	7	100	
	8	6	6	100	
Male	3	3			
	4	4			

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	1			
	6	4			
	7	4			
	8	3			
Female	3	2			
	4	5			
	5	1			
	6	2			
	7	3			
	8	3			

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)									

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	8	8	100	

Note: 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.

Note: 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.

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 regularly volunteer both inside and outside the classrooms. Parents are provided with opportunities to sign up for various volunteer jobs at the start of each school year, which include assisting in classrooms, the office, campus grounds, and on field trips. Parents also volunteer through Parent Club and Nicasio School Foundation (www.nicasioschoolfoundation.org), which sponsors several fundraising activities throughout the year. Funds raised help provide a number of enrichment programs school-wide including art, performing arts and Spanish in addition to supporting required curriculum, such as physical education. Supplemental supplies and materials as well as campus maintenance are also generously donated by parents in the community.

Parents are invited and encouraged to participate in a school survey on an annual basis. In addition, a parent volunteer committee is formed annually to provide feedback for the development of the Local Control Accountability Plan (LCAP). Their input provides the administrative team and school board with valuable information that helps drive decisions related to curriculum, enrichment programs, student support programs, issues related to school climate, school grounds, etc.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1	0	3	1	0	3			
Expulsions	0	0	0	0	0	0			

School Safety Plan (School Year 2016-17)

Emergency backpacks and 72-hour shelter-in-place kits are located throughout the campus in: all classrooms, the library, the multi-purpose room and the school office. Each emergency backpack comes equipped with: a first aid kit, first aid procedures, the master schedule, student roster, an emergency contact tree, and directions for emergency situations (fire, earthquake, lockdown, etc.).

At the start of each school year, emergency backpacks are inspected and updated. Periodic updates are made throughout the year with changes in student enrollment, the master schedule, etc.

All doors throughout the campus have been equipped with interior lockdown levers that allow teachers and staff to secure themselves inside the buildings behind locked doors without having to step outside to lock them.

Emergency drills (fire, earthquake, lockdown, emergency student release) are practiced by teachers, staff and students on a monthly basis. Parents are included annually in an emergency evacuation drill. Teachers and staff review and update procedures and outcomes from practice drills during monthly staff meetings.

All teachers and staff receive CPR and First Aid training on a biannual basis.

The comprehensive Nicasio School Emergency Management Plan is a personalized version of the plan developed by Marin County Office of Education. This plan, which addresses mitigation, preparedness, and response and recovery is located in the school office and available to all teachers and staff as a resource. This plan was reviewed during an all-staff meeting in October 2015.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Other	13	4			18	2	1		15	3	0	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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+
English	10	1			14	1			11	1		
Mathematics	10	1			14	1			11	1		
Science	16	1			22	1			20	1		
Social Science	16	1			22	1			20	1		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$19156.0	\$8429.0	\$10727.0	\$76842.0
District	N/A	N/A	\$10727.0	\$76842.0
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5348.0	\$59180.0
Percent Difference: School Site and State	N/A	N/A	100.6	29.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

All student programs and services take place within the regular school day. General education services are provided to students in grades TK-8.

Special education services (resource specialist, speech and language specialist, psychologist) are supported on the school’s campus by part-time personnel assigned by the Marin County Office of Education. The district also contracts with outside agencies/individuals for additional services in counseling and occupational therapy as needed. For students who have special needs that exceed the available services/programs provided on campus, the district arranges for the appropriate placement, services, and transportation to other schools (public and non public) outside the district.

Students learning English as a second language receive ELD and SDAIE support primarily from their homeroom teachers through immersion in the general education classroom. As needed, some students receive additional EL support individually or in small group instruction through the school's Learning Center.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	50,540	
Mid-Range Teacher Salary	71,509	
Highest Teacher Salary	89,971	
Average Principal Salary (Elementary)	117,000	
Average Principal Salary (Middle)	na	
Average Principal Salary (High)	na	
Superintendent Salary	Contract	
Percent of Budget for Teacher Salaries	26%	
Percent of Budget for Administrative Salaries	7%	

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Teachers and staff participate in professional development activities primarily by three methods:

- 1) Off campus workshops, conferences, etc. The majority of off-campus opportunities take place at or through Marin County Office of Education. The focus of these workshops depends on the individual areas of interest and need of teachers and staff, which are determined by surveys, observations, and performance evaluations.
- 2) On campus workshops scheduled during the District's three annual professional development days. Workshops generally focus on curriculum/instruction and emergency/safety preparedness. Some workshops are organized and presented by employees while others are led by outside organizations.

3) Weekly Professional Learning Community (PLC) meetings on campus. Certificated teachers meet weekly as a group to focus on curriculum and instruction, with particular focus on intervention strategies for struggling students.

The primary areas of focus for staff development are:

Curriculum development

Instructional practices

Intervention strategies for students at risk Emergency preparedness and safety

During implementation of new professional development concepts, teachers and staff are supported through peer/colleague collaboration, teacher-principal meetings, and student performance data.