

Bodega Bay Elementary

1200 Canon St. • Bodega Bay, CA 94923 • (707) 875-2724 • Grades K-5

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

Shoreline Unified

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District Administration

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Superintendent

Nancy Wolf

Interim Principal

Jim Patterson

Interim Principal

Matt Nagle

Principal

Adam Jennings

Principal

Bruce Abbott

Chief Business Official

School Description

Bodega Bay School is a K-5 elementary operating on a traditional calendar. The students are served by 2 regular classroom teachers and 2 paraprofessionals/instructional assistants. The classes are separated into a k, 1, 2 and a 3, 4, 5. The small size creates a family-like atmosphere and the students become very supportive of one another. The classroom teachers are very adept at meeting the needs of all the students in a multi-age setting. Students receive weekly music and physical education instruction from additional certificated staff. They also visit the library and computer lab every week. The school is fortunate to be able to take the students on many fieldtrips throughout the school year. Bodega Bay School has an active PTA, School Site Council and an Afterschool Program. Many parents and community members volunteer in the classrooms, attend field trips, take ESL classes, fundraise and participate on committees.

Mission Statement: To create an environment that fosters:

- respect for self and others
- awareness of academic, social and community responsibility
- appreciation of diversity within our community
- affirmation of high standards
- addressing individual learning styles/needs

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	4
Grade 1	5
Grade 2	2
Grade 3	3
Grade 4	3
Grade 5	2
Total Enrollment	19

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	5.3
Filipino	0
Hispanic or Latino	52.6
Native Hawaiian or Pacific Islander	0
White	31.6
Two or More Races	0
Socioeconomically Disadvantaged	63.2
English Learners	52.6
Students with Disabilities	10.5
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			
Bodega Bay Elementary	14-15	15-16	16-17
With Full Credential	2	2	2
Without Full Credential			
Teaching Outside Subject Area of Competence			
Shoreline Unified	14-15	15-16	16-17
With Full Credential	♦	♦	49.15
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

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

* "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: not necessary at elementary level	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin - Adopted 2003 Reading: A Legacy of Literature - Adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Investigation - Pearson The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton Mifflin The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin Social Studies 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)

Safety, cleanliness and maintenance of facilities are a high priority of the District. The facility was built in 2004 and remains in excellent condition. 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. A technically skilled maintenance employee is shared between this campus and another elementary campus in the district.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/20/15				
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	Carpet lose, will be replaced over summer
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		Portable need rust removed and repainted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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 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	--	--	--	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.

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	62	--	46	48	44	48
Math	54	--	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.

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	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Male	3	--	--	--	--
	5	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
Asian	3	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--

**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	--	--	--	--
English Learners	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Male	3	--	--	--	--
	5	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
Asian	3	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
English Learners	4	--	--	--	--
	5	--	--	--	--

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
Students with Disabilities	3	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 can be involved in many ways. Bodega Bay School has a PTA and a School Site Council. Everyone is welcome at meetings even if you aren't an elected member or a paid member. Parents sponsor many activities throughout the school year including: a Halloween Carnival, hot lunch days monthly, movie nights, game nights, egg hunt. Parents also accompany students on field trips and to special events such as the annual Turkey Trot. The PTA president is Brandie Basket and the School Site Council contact is Loretta Smith. Both can be reached by calling 707-875-2724.

An after school program runs a five-day-a-week. Students receive assistance with homework completion and participate in enrichment activities. The coordinator of the program also individually tutors students who are identified as needing additional support. Parents, as well as community volunteers assist with the implementation of the program. The program is dependent on successful grant applications.

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

We engaged in discussions regarding monthly safety drills--earthquake, fire, and lockdown. We also discussed the need for additional safety measures at the school. Because there are no local police services we understand that we need to try to prepare to be on our own for awhile in the event of an emergency. Marin County Office of Education provides all schools with "What to do in case of..." document that is put to use in all Marin County Schools. We have recently installed a camera surveillance system for additional security. All staff wears a lanyard with the school key and a whistle so that the school can be locked efficiently and the whistle can notify others of a situation.

Emergency supplies are stocked in the classroom on site storage shed. Fire drills are conducted monthly. The staff reviews and updates safety plans annually. This year we will be working directly with a specialist from the county office to help us refine our plan. Students are supervised by certificated and classified staff during breaks and recesses. Students may attend the afterschool program until 6:00 p.m. The facility was built in 2004. It is maintained by a school custodian daily. Necessary repairs are done by our technically skilled maintenance employee or outside contractors when necessary.

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	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		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)	.13
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.20
Psychologist	
Social Worker	
Nurse	.10
Speech/Language/Hearing Specialist	.10
Resource Specialist	.20
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	13	11	11	1	1	1						
5	9	15	9	1	1	1						

Professional Development provided for Teachers

There are two areas of focus for staff development: Cultural Proficiency and Common Core State Standards (CCSS). The focus on Cultural Proficiency is a result of a "listening campaign" conducted by the National equity Project. The district's PreK-third grade staff has also participated in staff development regarding cultural proficiency through a grant from the Marin Community Foundation, Common Core training is dictated by the state of California. Bodega Bay staff is using West Ed and Making a Difference Consulting to prepare for CCSS implementation. There are three staff development days scheduled throughout the school year. Training also takes place at selected staff meetings. The Making a Difference Consultant is available on site at designated times throughout the school year for individual and group coaching. In addition the staff is focusing on the use of technology in the classroom in the areas of Language Arts and Mathematics. They will attend workshops on technology.

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/.

Types of Services Funded

Salaries for classroom teachers and Instructional Assistants/Paraeducator is provided by the district. Instruction for music, physical education, art, computer instruction and library time come from a local parcel tax with the exception of physical education. The district receives ASES funding for an after school enrichment program. The district receives CSPP funding for a Preschool Program.

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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$24,622	\$7,897	\$6,725	\$81,862
District	♦	♦	\$11,098	
State	♦	♦	\$5,677	\$60,705
Percent Difference: School Site/District			70.1	8.5
Percent Difference: School Site/ State			202.1	39.7

* Cells with ♦ do not require data.