

Executive Summary School Accountability Report Card, 2006-07

For Bolinas-Stinson Union School District

Address: 125 Olema-Bolinas Road
Bolinas, CA 94924

Phone: 415 868 1603

Principal: Leo Kostelnik

Grade Span: Kindergarten to Eighth Grade

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Report dated June 18, 2008

About This School

The Bolinas-Stinson Union School District is a Kindergarten through 8th grade, with enrollment of 113 students. Our two beautiful campuses were built and dedicated in 1981 after years of planning by community members working with architects. Every attempt was made to build a school that was both functional and aesthetic.

The Stinson Beach Campus:

Located on Highway One, a short distance north of the community of Stinson Beach, this campus consists of three classrooms set back against the hillside with a view of the Bolinas Lagoon. The Stinson Beach campus houses grades Kindergarten, first and second grades. Each Classroom opens out to a courtyard, which provides a warm community feeling for the children and staff. One of the classrooms has a cheery fireplace and a window seat looking out to the lagoon. A modern playground sits out in the large fenced playground. The natural beauty of the location is enhanced by our children

The Bolinas Campus

Since the early part of the century, the Bolinas Campus has been located in Gospel Flats. The traditional look and feel of the school has been maintained in the new buildings. A replica of an old ranch/farm house is now the school/district office. A replica of the original school building, built to modern earthquake standards houses the school library and learning center. The rest of the classrooms dot the 2.6 acre campus along with a playing field, basketball and volleyball courts and a large playground structure. Students are called to class by an old-fashioned bell in the library belfry. Children in these grades are taught to live in the modern world surrounded by reminders of the past.

The Bolinas and Stinson Beach school Community believe that each child is a unique individual with an enormous capacity to learn/. The community shall work together to help each child to:

- ❖ Develop a lifelong love of learning
- ❖ Think critically and creatively
- ❖ Master academic skills and strive for excellence
- ❖ Build self-esteem, independence, responsible behavior and respect for others
- ❖ Develop a concern for the environment and an awareness of the global community
- ❖ Contribute to the community at large

Student Enrollment

Group	Enrollment
Number of students	104
African American	1.0%
American Indian or Alaska Native	0%
Asian	1.9%
Filipino	1.9%

Teachers

Indicator	Teachers
Teachers with full credential	10
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers	0

Hispanic or Latino	13.5%
Pacific Islander	0%
White (not Hispanic)	74%
Multiple or No Response	7.7%
Socioeconomically Disadvantaged	22.1%
English Learners	8.7%
Students with Disabilities	0%

of English Learners
Total Teacher Misassignments 0

School Facilities

Summary of Most Recent Site Inspection

The District has ensured that this school has facilities that are safe, clean and adequate, and that any needed maintenance to ensure good repair has been completed.

Repairs Needed

No repairs are needed

Corrective Actions Taken or Planned

n/a

Curriculum and Instructional Materials

School Finances

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (grades 9-12)	0%

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	
District	
State	

Student Performance

Academic Progress

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	62%

Indicator	Result
2007 API Growth Score	800

Mathematics	52%	(from 2007 API Growth Report)	
Science	54%	Statewide Rank	796
History-Social Science	43%	(from 2007 API Base Report)	
		2007-08 Program Improvement Status (PI Year)	

School Completion

Indicator	Result
Graduation Rate	N/A

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

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 California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Bolinas-Stinson Union School District	District Name	Bolinas-Stinson Union School District
Street	125 Olema-Bolinas Rd.,	Phone Number	415-868-1603
City, State, Zip	Bolinas, CA., 94924	Web Site	http://bolinas-stinson.org
Phone Number	415-868-1603	Superintendent	Lawrence H. Enos
Principal	Leo Kostelnik	E-mail Address	lenos@marin.k12.ca.us
E-mail Address	lkostelnik@bolinas-stinson.org	n/a	n/a

School Description and Mission Statement

This section provides information about the school's goals and programs.

The Bolinas-Stinson Union School District is a Kindergarten through 8th grade, with enrollment of 104 students. Our two beautiful campuses were built and dedicated in 1981 after years of planning by community members working with architects. Every attempt was made to build a school that was both functional and aesthetic.

The Stinson Beach Campus:

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[Opportunities for Parental Involvement](#)

This section provides information about opportunities for parents to become involved with school activities.

School Site Council

The school site council (SSC) is a group of parents, teachers, classified staff and school principal who meet monthly in the Bolinas Campus library. Members are elected to serve two years. Officers are elected annually and vacancies are filled as needed.

One of the primary functions of the SSC is to develop the School Level Plan, which addresses educational goals and their implementation.

Meetings are generally held on the first Tuesday of each month at 4:00 p.m. in the Bolinas School Library.

All are welcome to attend. Members organize council activities and discuss topics of current interest, e.g. the emergency plan, discipline, family-life education, and various subjects relating to the school community as a whole.

These meetings are a good place to start to bring concerns, expertise and good humor to share with other parents and staff. A roster of council members is available in the school office.

School Foundation

The Bolinas-Stinson Beach School Foundation (BSBSF) was formed to give charitable assistance to the Bolinas-Stinson School. The Foundation solicits tax-deductible donations from the community and participates in fundraising through a variety of programs. Active participation in fundraising endeavors ensures that exciting programs can continue. There are a variety of ways to help guarantee the continuation of support by participation in the SCRIP program, tax – deductible donations, giving time for fundraising, being an active member of the Foundation. Please contact the Foundation at: P.O. Box 43, Bolinas, CA 94924

Volunteers in the Classroom

The Board of Trustees of the Bolinas-Stinson Union School District recognizes the importance of having volunteers, especially parents/guardians of its students in the classrooms. Individuals interested in volunteering in the classroom or school should contact classroom teachers or call the school office at 868-1603. Volunteers are required to sign-in at the school office before going into the classroom.

Membership in various Committees

Periodically, the Board of Trustees appoints committees to advise them and make recommendations about the operation of the school and school programs.

[Student Enrollment by Grade Level](#)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	11	Grade 8	15
Grade 1	8	Ungraded Elementary	
Grade 2	14	Grade 9	
Grade 3	10	Grade 10	
Grade 4	7	Grade 11	
Grade 5	14	Grade 12	
Grade 6	11	Ungraded Secondary	
Grade 7	14	Total Enrollment	104

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Our School Safety Plan is reviewed periodically with staff. In addition to the School Safety Plan the District also has an Emergency Preparedness Plan, which is periodically revised in conjunction with local emergency and response agencies. Copies of the School Safety Plan are available in the school office. The plan covers the following areas:

- ❖ An assessment of the current status of school crime Strategies and Programs
- ❖ Disaster Procedures, routine and emergency
- ❖ Policies regarding actions leading to Suspension and/or Expulsion
- ❖ Procedures to notify Teachers of Dangerous Pupils
- ❖ Sexual Harassment Policy
- ❖ Child Abuse Reporting Procedures
- ❖ School-Wide Dress Code
- ❖ Procedures for Safe Ingress and Egress of Pupils
- ❖ Rules and Procedures on School Discipline

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	<i>To be provided by LEA</i>			<i>To be provided by LEA</i>		
Expulsions	<i>To be provided by LEA</i>			<i>To be provided by LEA</i>		

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

School facilities provide an outstanding learning environment for all, including students, staff, parents and members of our local community. Our custodial and maintenance staff keeps our facilities clean, free of litter and graffiti and in good repair. The District maintains a capital reserve in order to meet facilities needs and to respond to emergencies as they arise.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	yes			
Mechanical Systems	yes			
Windows/Doors/Gates (interior and exterior)	yes			
Interior Surfaces (walls, floors, and ceilings)	yes			
Hazardous Materials (interior and exterior)	yes			
Structural Damage	yes			
Fire Safety	yes			
Electrical (interior and exterior)	yes			
Pest/Vermin Infestation	yes			
Drinking Fountains (inside and outside)	yes			
Restrooms	yes			

Sewer	yes			
Playground/School Grounds	yes			
Roofs	yes			
Overall Cleanliness				

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	<i>To be provided by LEA</i>			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential			10	10
Without Full Credential			0	0
Teaching Outside Subject Area of Competence	<i>To be provided by LEA</i>			0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners			~
Total Teacher Misassignments	<i>To be provided by LEA</i>		
Vacant Teacher Positions			0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

V. 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	Average Number of Students per Academic Counselor
Academic Counselor		
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 (non-teaching)		n/a
Other		n/a

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts		0
Mathematics		
Science		
History-Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

To be provided by LEA

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	n/a	n/a		\$69,820
Percent Difference – School Site and District	n/a	n/a		<i>To be provided by LEA</i>
State	n/a	n/a		\$63,640
Percent Difference – School Site and State	n/a	n/a		<i>To be provided by LEA</i>

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

A comprehensive educational program is provided, which includes:

- Core subject instruction
- Instructional assistants
- Library media support programs
- Music and fine arts program
- English language development
- Technology and instructional materials

[NRT Results by Student Group – Most Recent Year](#)

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Pacific Islander		
White (not Hispanic)		
Male		
Female		
Economically Disadvantaged		
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE includes English-language arts and mathematics components. Student scores are reported as performance levels: Not Proficient, Proficient, and Advanced. Detailed information regarding CAHSEE results can be found at the CDE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
English-Language Arts									
Mathematics									

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Pacific Islander						
White (not Hispanic)						
Male						
Female						
Economically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	
9	

IX. 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 the 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	2004	2005	2006
Statewide			
Similar Schools			

API 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. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	n/a	n/a		
Students with Disabilities	n/a	n/a		

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students			
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	<i>To be provided by LEA</i>		
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	
Percent of pupils completing a CTE program and earning a high school diploma	<i>To be provided by LEA</i>
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		n/a
English		n/a
Fine and Performing Arts		n/a
Foreign Language		n/a
Mathematics		n/a
Science		n/a
Social Science		n/a
All courses		

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

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Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10	<i>To be provided by LEA</i>	180 days
11		180 days
12		180 days