

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08

Bolinas-Stinson Elementary School

Address: 125 Olema-Bolinas Rd. , Bolinas CA 94924 **Phone:** 415-868-1603

Principal: Leo Kostelnik **Grade Span:** K - 8

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 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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.

The Bolinas-Stinson Union School District is a Kindergarten through 8th grade, with enrollment of 111 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	Percent
African American	0.90 %
American Indian or Alaska Native	0 %
Asian	1.80 %
Filipino	1.80 %
Hispanic or Latino	14.41 %
Pacific Islander	0 %
White (not Hispanic)	80.18 %
Multiple or No Response	.90 %
Socioeconomically Disadvantaged	27.92 %
English Learners	7.2 %
Students with Disabilities	17.12 %
Total Number of students	111

Teachers

Indicator	Teachers
Teachers with full credential	8.7
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
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. The School will be undergoing a modernization beginning in the Fall of 2008 that will include solar panels and related structural upgrades with Solatube skylights, new flooring, electrical upgrades including telephone and data, ADA compliant sinks and counters, new insulated windows.

Repairs Needed

No repairs are needed but modernization is planned for Summer, 2009. (pending release of funds)

Corrective Actions Taken or Planned

The School will be undergoing a modernization beginning in the Fall of 2008 and ending in August 2009 that will include solar panels and related structural upgrades with Solatube skylights, new flooring, electrical upgrades including telephone and data, ADA compliant sinks and counters, new insulated windows. (pending release of funds)

Curriculum and Instructional Materials

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%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	n/a

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 22614
District	\$22614
State	\$ 8117

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	30%
Mathematics	14%
Science	23%
History-Social Science	30%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	711
Statewide Rank (from 2007 Base API Report)	7
2008-09 Program Improvement Status (PI Year)	Not in PI

School Completion

Indicator	Result
Graduation Rate	n/a

Postsecondary Preparation

Measures	Percent of Graduates
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

2007-08 School Accountability Report Card Report (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

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Bolinas-Stinson Elementary	District Name	Bolinas-Stinson Union
Street	125 Olema-Bolinas Rd.	Phone Number	415-868-1603
City, State, Zip	Bolinas, CA 94924	Web Site	www.bolinas-stinson.org
Phone Number	415-868-1603	Superintendent	Lawrence Enos
Principal	Leo Kostelnik	E-mail Address	lenos@marin.k12.ca.us
E-mail Address	lkostelnik@bolinas-stinson.org	CDS Code	21-65300-6024137

School Description and Mission Statement (School Year 2007-08)

- ❖ 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

Opportunities for Parental Involvement (School Year 2007-08)

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 3:15 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.

Examples are: The Budget/Finance Committee, the Modernization Committee, the Green Team (a group investigating ways to make the school more environmentally friendly), the Harvest Faire planning Committee, the Technology Committee.

Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	15
Grade 1	14
Grade 2	11
Grade 3	14
Grade 4	7
Grade 5	8
Grade 6	14
Grade 7	13
Grade 8	15
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	111

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.91 %
American Indian or Alaska Native	0 %
Asian	1.82 %
Filipino	1.82 %
Hispanic or Latino	11.82 %
Pacific Islander	0 %
White (not Hispanic)	76.36 %
Multiple or No Response	7.27 %
Socioeconomically Disadvantaged	17 %
English Learners	2 %
Students with Disabilities	22 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into

each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	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+		1-20	21-32	33+
K					11.0	1			15	1		
1												
2												
3												
4												
5-6	13.0	1			14.0	1			22	1		
7-8	14.0	1			11.0	1			28	2		
K-3	18.0	1	2		22.0		2					
3-4	22.0		1		17.0	1			21	1	1.0	
4-8												
1-2									25	2		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	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	31.0		1		29.0		1		22.2	1	0	0
Mathematics	31.0		1		29.0		1		22.2	1	0	0
Science	31.0		1		29.0		1		22.2	1	0	0
Social Science	31.0		1		29.0		1		22.2	1	0	0

III. School Climate

School Safety Plan (School Year 2007-08)

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

DISASTER PLAN

I. PURPOSE

This plan is designed to provide a framework for the responses to be taken by school staff for protecting students, staff, and school facilities from a wide range of emergency and disaster situations which may occur. Such situations include, but are not limited to, fire, earthquake, flood, bomb threat, and hazardous material spills. In the event of a widespread disaster such as an earthquake, it is recognized that available government resources will be overtaxed and may be unable to respond to all requests for assistance. Therefore, this plan assumes that the school must be self-sufficient for a time and may be asked to provide shelter to the immediate community by Fire District, Red Cross or community representatives.

II. AUTHORITIES AND REFERENCES

California Education Code, Chapter 2, Part 21, Article 10.5
 Stinson Beach Emergency Plan
 Bolinas Emergency Plan
 Bolinas-Stinson Union School district Policy
 American Red Cross – Marin Chapter, "Disaster Preparedness Planning for School"
 FEMA, "Guidebook for Developing a School Earthquake Safety Program"

III. PRE-DISASTER PROCEDURES

- A. Hazard Assessment Each school year, prior to the arrival of the teaching staff, the principal and custodian will undertake a physical survey of all school facilities and grounds for the purpose of identifying and correcting potential hazards.
- B. Floor Plan A floor plan of the school buildings and grounds, which indicates the location of all exits, utility and shut-off, fire extinguishers, and emergency equipment and supplies will be maintained and up-dated as necessary. (Appendix B)
- C. Plan Review This plan will be reviewed and revised as necessary on an annual basis by a committee consisting of the principal and custodian.
- D. Drills In accordance with State law, fires drills will be conducted on a monthly basis. An earthquake "drop and cover" drill will be held once each quarter. All students and staff are required to participate in these mandated drills.
- E. Plan Orientation All school staff will be oriented to this plan at the beginning of each school year. A survey of special staff skills will be maintained and updated annually as part of the Plan orientation process. (Appendix C)
- F. Message to Parents At the beginning of each school year, the principal will communicate to parents the pertinent components of this plan in writing. All parents will be asked to sign an emergency medical release form for their child(ren) and to designate other persons who are authorized to pick up their child(ren) in the event of a disaster.
- G. Bus Driver Procedures The Bolinas-Stinson Union School District has adopted disaster procedures for bus drivers which are posted in all District buses. These procedures are reviewed on a regular basis and drivers receive orientation to them annually.
- H. Supplies and Equipment
 1. A portable supply of first aid and other supplies which may be needed during the first few hours following a disaster are maintained in the school office. (Appendix D)
 2. Tools for shutting off utilities are maintained inside the door of the maintenance shed.
 3. Resource Agreements – Arrangements for the following services will be renewed by the principal on an annual basis:
 - a. Stinson Beach Community Center to provide temporary shelter for students and staff if the Stinson site must be evacuated.
 - b. Bolinas Community Center to provide temporary shelter for students and staff if the Bolinas site must be evacuated.
 - c. The Fire Department and the Disaster Council Medical Division provide skilled medical assistance when requested, to the extent that circumstances permit.
 - d. The Fire Department will coordinate provisions of supplemental food and water for students and staff, to the extent that circumstances permit.

4. Posting of Procedures – Evacuation routes and the Basic Emergency Action Plan established by Marin county are posted in each classroom and in the school office.

IV. EMERGENCY POLICIES AND PROCEDURES

- A. Authority to Implement Plan This plan will be implemented by the principal or her/his designee when conditions exist which warrant its execution.
- B. Structure and Organization Emergency and disaster functions have been identified and pre-assigned by the principal, including two-deep backup. (Appendix E) Checklists have been developed which enumerate priority actions to be taken for each disaster assignment. (Appendix F) These checklists are maintained in the mobile disaster file.
- C. Alert and Warning Alert and warning systems include the following:
 Flood/tsunami warnings will come from the Fire Department by siren, phone call, and/or fax.
 Fire warning – Automatic smoke and heat detectors will activate the school fire alarm, providing intermittent blasts for 3-5 minutes.
 Evacuation – Depending upon the situation and the amount of warning provided, the school fire alarm will be activated, or an announcement will be made over the bullhorn, or runners will be used.
- Communications Telephones will only be used to report emergency conditions or to request emergency assistance. If phone service is interrupted, a two-way radio or runners will be utilized to communicate between the district office and either the Bolinas Fire Department (100 Mesa Road) or the Stinson Beach Fire Department (State Route #1) as necessary. A bull horn and/or runners will be used within the school buildings and on school grounds. A transistor radio will be used to receive information of local conditions.
- Evacuation Evacuation of the school buildings will be ordered by the principal. Teachers will insure that all students have left the classroom; will direct student evacuation via designated routes; and will take their roll book. Students and staff will assemble by class near the basketball blacktop and roll will be taken. Further instructions will be issued by the principal. In the event that the school site is ordered evacuated by the principal in coordination with public safety officials, students and staff will proceed on foot as follows:
 From Stinson site, go to Stinson Community Center
 From Bolinas site, go to Bolinas Community Center
 A notice indicating where students and staff have gone will be posted on the school office door. It is assumed that, due to limited access routes caused by damaged roads, school buses or automobiles of staff or parents will not be available to transport students or to transfer them to an alternate shelter site following most disasters. In the event that the Stinson Beach and Bolinas community Centers cannot be used for shelter, the following procedure will be used: Previously designated alternative shelters will be used at the Fire Chief's discretion.
- F. Disaster File A mobile disaster file will be maintained in the school office and will be removed by the secretary whenever the school building is evacuated. (Appendix D)
- G. Student Release and School Closure Release of students may be advised by public safety staff or person authorized by the principal whenever a condition exists warranting such action, i.e., earthquake, flood, severe winter storm, etc. Students must be picked up and signed out by a parent or an authorized representative of the parent. Students who are not picked up or who are unable to proceed home will be kept at the school or at the school-designated alternative shelter. When the decision has been made to release students, local Fire Departments will be notified by phone or other available means. They will, in turn, notify the County Emergency Communication Center. School closure and re-opening will also be reported to radio stations: **KCBS (740 AM) (415) 765-4074, KGO (810 AM) (415) 362-4809, and/or KSRO (1350 AM) (707)545-1000.** Parents will be advised of release criteria and procedures, in writing, at the beginning of each school year.
- H. Teacher Buddy System Teachers in adjacent classrooms have been pre-assigned responsibility for each other. If one of the teachers must remain with injured student or must assume other disaster responsibilities, the other teacher will evacuate and supervise both classes of students.
- I. Status Reports As soon as possible following a disaster, the principal will submit a status report to the Bolinas and Stinson Beach Fire Chiefs. Updated reports will be issued as the situation warrants. (Forms D)
- J. Shelter The School is prepared to shelter students and staff for a limited period of time following a disaster. If long-term shelter arrangements are required, the Red Cross will be notified and will provide additional shelter, staff and supplies.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

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.

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. The School will be undergoing a modernization beginning Fall, 2008 that will include solar panels and related structural upgrades with Solatube skylights, new flooring, electrical upgrades including telephone and data, ADA compliant sinks and counters, new insulated windows. (pending release of funds)

School Facility Good Repair Status (School Year 2008-09)

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	√			
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)				The school will experience a facility modernization in the summer of 2009. Flooring, walls and ceilings in instructional areas will be replaced/refurbished.
Hazardous Materials (interior and exterior)				n/a
Structural Damage	√			
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation		√		
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds				A new playground will be constructed in the Fall of 2008
Roofs	√			Roofs on the Bolinas campus will be replaced in the Fall of 2008 as a first step in the Modernization project
Overall Cleanliness	√			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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

All of the buildings are well maintained, wood-frame constructed after 7/1/1978

V. 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 [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	9	10	11	11
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	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	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 No Child Left Behind Compliant Teachers (School Year 2006-07)

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 [NCLB](#) Web site.

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
All Schools in District	100.0	0.0
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	100.0	0.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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	n/a	n/a
Library Media Teacher (Librarian)	n/a	N/A
Library Media Services Staff (paraprofessional)	n/a	N/A
Psychologist	n/a	N/A
Social Worker	n/a	N/A
Nurse	n/a	N/A
Speech/Language/Hearing Specialist	n/a	N/A
Resource Specialist (non-teaching)	n/a	N/A
Other	n/a	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

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	Good	0
Mathematics	Good	0
Science	Good	0
History-Social Science	Good	0
Foreign Language	Good	0
Health	n/a	0
Visual and Performing Arts	Good	0
Science Laboratory Equipment (grades 9-12)	n/a	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	23,310	5,432	17,878	69820
District	N/A	N/A	LEA Provided	69820
Percent Difference – School Site and District	No difference	No difference	No difference	No difference
State			\$5300	63640
Percent Difference – School Site and State				9%

Types of Services Funded (Fiscal Year 2007-08)

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

Counseling services, Transportation, Classroom Aides and supplemental materials utilized by the Art and Music Program.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,234	\$37322
Mid-Range Teacher Salary	\$69,820	\$53824
Highest Teacher Salary	\$88,618	\$67700
Average Principal Salary (Elementary)	\$0	\$85507
Average Principal Salary (Middle)	95,000	\$91421
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$125,752	\$104993
Percent of Budget for Teacher Salaries	27.2 %	37.6 %
Percent of Budget for Administrative Salaries	5.4 %	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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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.

Additional comment: _____

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	65	62	43	65	62	43	42	43	46
Mathematics	66	52	27	66	52	27	40	40	43
Science	52	54	35	52	54	35	35	38	46
History-Social Science	53	43	33	53	43	33	33	33	36

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.

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
African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	0	0	0	0
Pacific Islander	0	0	0	0
White (not Hispanic)	65%	27%	38%	36%
Male	64%	0	0	0
Female	0	0	0	0
Economically Disadvantaged	0	0	0	0
English Learners	0	0	0	0
	0		0	0

Students with Disabilities		0		
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

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.

California Physical Fitness Test Results (School Year 2007-08)

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 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 on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	100%
7	76.5%
9	n/a

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.

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 [API](#) Web page.

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	2005	2006	2007
Statewide	8	8	7
Similar Schools	N/A	N/A	N/A

"N/A"

means a number is not applicable or not available due to missing data.

""**

means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A"

means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B"

6024137

"C"

means the school had significant demographic changes and will not have any growth or target information.

"D"

means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E"

indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	5	-18	-85	711
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	15	-11	-79	755
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

""** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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 (School Year 2007-08)

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	N/A

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California](#) Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](#) Web site.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	n/a	n/a	n/a	n/a	n/a	n/a	3.1	3.5	4.4
Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a	85.0	83.0	79.5

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 2007-08 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 [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	n/a	n/a	N/A
African American	n/a	n/a	N/A
American Indian or Alaska Native	n/a	n/a	N/A
Asian	n/a	n/a	N/A
Filipino	n/a	n/a	N/A
Hispanic or Latino	n/a	n/a	N/A
Pacific Islander	n/a	n/a	N/A
White (not Hispanic)	n/a	n/a	N/A

Socioeconomically Disadvantaged	n/a	n/a	N/A
English Learners	n/a	n/a	N/A
Students with Disabilities	n/a	n/a	N/A

Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

n/a

Career Technical Education Participation (School Year 2007-08)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	n/a
Percent of the school's pupils completing a CTE program and earning a high school diploma	n/a
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

Courses for University of California and/or California State University Admission (School Year 2007-08)

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 [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	n/a
Graduates Who Completed All Courses Required for UC/CSU Admission	n/a

XII. Instructional Planning and Scheduling

Professional Development

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

Three full days are dedicated to Staff Development for the school year.