

# School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10



## Executive Summary School Accountability Report Card, 2008-09

### Bolinas-Stinson Elementary School

Address: 125 Olema-Bolinas Road  
Bolinas, CA 94924

Phone: 415.868-1603 Fax: 415.868-9406

Website: [bolinas-stinson.org](http://bolinas-stinson.org)

Superintendent: Lawrence H. Enos

Principal: Leo Kostelnik

Grade span: Kindergarten through 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 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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.*

Board approved 2/9/2010

# About the Bolinas-Stinson Union School District

The Bolinas-Stinson Union School District is a Kindergarten through 8<sup>th</sup> grade, with enrollment of 102 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	0.98 %
American Indian or Alaska Native	0
Asian	3.92 %
Filipino	1.98 %
Hispanic or Latino	13.72 %
Pacific Islander	%
White (not Hispanic)	74.5 %
Multiple or No Response	4.9 %
Socioeconomically Disadvantaged	36.00 %
English Learners	10.78 %
Students with Disabilities	20.00 %
<b>Total Number of Students</b>	102

## Teachers

Indicator	Teachers
Teachers with full credential	12
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	43%
Mathematics	36%
Science	45%
History-Social Science	45%

STAR TEST RESULTS FOR 2008				
Subject	Grade (s) tested	# of students tested	# of students scoring proficient and above	% of students scoring proficient and above
English Language Arts	2, 3, 4, 5, 6, 7, & 8	48	21	44%
Mathematics	2, 3, 4, 5, 6, & 7	44	16	36%
History-Social Science	8	11	5	45%
Science	5 & 8	19	5	45%

STAR tests are administered to students in grades 2 to 8

Student grades were:

Grade 2	11 students tested out of 11
Grade 3	12 students tested out of 14
Grade 4	13 students tested out of 14
Grade 5	8* students tested out of 8
Grade 6	9* students tested out of 9
Grade 7	7* students tested out of 8
Grade 8	12 students tested out of 12

\* If the number of students tested is less than 10 in a class, test results will not be registered

## Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	711
Statewide Rank (from 2008 Base API Report)	7 *
2009-10 Program Improvement Status (PI Year)	Not in PI

## 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. Modernization was planned to begin in the Fall of 2008 that would have included 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. Due to state funding freezes, the District postponed all modernization indefinitely but proceeded with the installation of the solar panels. Roofing on all of the buildings on the Bolinas Campus were replaced in 2008-2009 as part of the first steps toward modernization.

### Repairs Needed

Modernization planned for Summer, 2009 has been postponed indefinitely. Any necessary repairs will be and are addressed as they occur.

### Corrective Actions Taken or Planned

The school proceeded with the installation of solar panels and an in-house monitoring program. As a result of a Williams Complaint, flooring alternatives are being investigated in several classrooms.

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	There were no students who lacked textbooks and/or Instructional Materials
Mathematics	
Science	
History-Social Science	
Foreign Language	
Health	
Visual and Performing Arts	
Science Laboratory Equipment (grades 9-12)	

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	22,786
District	22,786
State	\$5,512

## NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

## NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

## NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	72%
Achievement Level - Proficient	30%
Achievement Level - Advanced	5%

## NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	59%
Achievement Level - Proficient	23%
Achievement Level - Advanced	5%

# School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

*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 on the California Department of Education (CDE) [SARC](#) Web page. 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 located on the CDE [DataQuest](#) Web page 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 2009-10)

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	<a href="http://bolinas.marin.k12.ca.us/school.html">http://bolinas.marin.k12.ca.us/school.html</a>
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 2008-09)

- ❖ 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 2008-09)

### 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 2008-09)

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

Grade Level	Number of Students
Kindergarten	11
Grade 1	15
Grade 2	11
Grade 3	14
Grade 4	14
Grade 5	8
Grade 6	9
Grade 7	8
Grade 8	12
Total Enrollment	102

## Student Enrollment by Group (School Year 2008-09)

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	0.98 %
American Indian or Alaska Native	%
Asian	3.93 %
Filipino	1.96 %
Hispanic or Latino	13.73 %
Pacific Islander	%
White (not Hispanic)	74.5 %
Multiple or No Response	4.9 %
Socioeconomically Disadvantaged	36.00 %
English Learners	10.78 %
Students with Disabilities	19.99 %

## 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	2006-07			2007-08			2008-09					
	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							11	1		
1												
2												
3									14	1		
4												
5	14.0	1										
6	11.0	1										
K-3	22.0		2		13.3	3						
3-4	17.0	1			21.0		1					
4-8					16.7	2	1					
1-2									26	1		
4-5									22			
6-8									14.5	2		
Other												

## 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	2006-07			2007-08			2008-09					
	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	29.0		1				0				0	
Mathematics	29.0		1		14.0	1			8.0	1		
Science	29.0		1									
Social Science	29.0		1									

## III. School Climate

### School Safety Plan (School Year 2008-09)

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  
Bolinis Emergency Plan  
Bolinis-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.

Disaster Plan (continued)

- 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2009-10)

*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 had planned a modernization beginning Fall, 2008 that would have included 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. Due to State funding constraints, however, modernization has been post-poned indefinitely. The District did proceed with installation of solar panels and associated metering. Roofing on all of the buildings on the Bolinas Campus were replaced in 2008-2009 as part of the first steps toward modernization. Any necessary repairs will be and are addressed as they occur. As a result of a Williams Complaint, flooring alternatives are being investigated in several classrooms.

## School Facility Good Repair Status (School Year 2009-10)

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

### FACILITY INSPECTION TOOL(FIT)

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Bolinas-Stinson Union School District, Marin County													COUNTY Marin				
<b>Bolinas Campus, Grades 3 to 8</b>																	
<b>11 classrooms inspected including specialists locations</b>																	
INSPECTOR'S NAME Mark Dolen						INSPECTOR'S TITLE Maintenance II						NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)					
TIME OF INSPECTION 12/17/09 @ 2:15 p.m.						WEATHER CONDITION AT TIME OF INSPECTION Rainy											
TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL		
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/GATES/FENCES	
		Number of *√'s:	2	1	3	6	7	5	7	3	6	7	2	5	6	2	7
		Number of *D's:	0	0	0	1	0	2	0	0	0	0	0	1	1	0	0
		Number of *X's:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	Number of N/A's:	7	8	6	2	2	2	2	6	3	2	7	3	2	7	2	
Percent of System in Good Repair Number of *√'s divided by (Total Areas - *NA's)*		100.00%	100.00%	100.00%	85.71%	100.00%	71.43%	100.00%	100.00%	100.00%	100.00%	100.00%	83.33%	85.71%	100.00%	100.00%	
Total Percent per Category (average of above)*		100.00%			85.71%	85.72%		100.00%	100.00%		100.00%		84.52%		100.00%		
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	FAIR		GOOD	GOOD		GOOD		FAIR		GOOD		
<b>OVERALL RATING:</b>		DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →						94.49%				SCHOOL RATING** →		GOOD			

\*\*For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

**FACILITY INSPECTION TOOL(FIT)**

Bolinas-Stinson Union School District, Marin County

SCHOOL SITE

MS ON SITE

**Stinson Beach Campus Grades Kindergarten to 1**  
**Number of classrooms inspected: 4**

INSPECTOR'S NAME

Mark Dolen

INSPECTOR'S TITLE

Maintenance II

NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)

TIME OF INSPECTION

2:30 P.M.

WEATHER CONDITION AT TIME OF INSPECTION

Cloudy

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		ELECTRICAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	5	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/GATES/FENCES
5	Number of "✓"s:	0	5	5	5	5	4	0	5	5	5	5	5	5	5	5
	Number of "D"s:	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	5	0	0	0	0	0	100.00%	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*			100.00%	100.00%	100.00%	100.00%	80.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	90.00%		100.00%	100.00%		100.00%		100.00%		GOOD	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE

98.75%

SCHOOL RATING\*\*

GOOD

\*\*For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR



## 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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	10	11	12	12
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	LEA Provided	LEA Provided	LEA Provided	N/A

### 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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	none	none	none
Total Teacher Misassignments	none	none	none
Vacant Teacher Positions	none	none	none

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

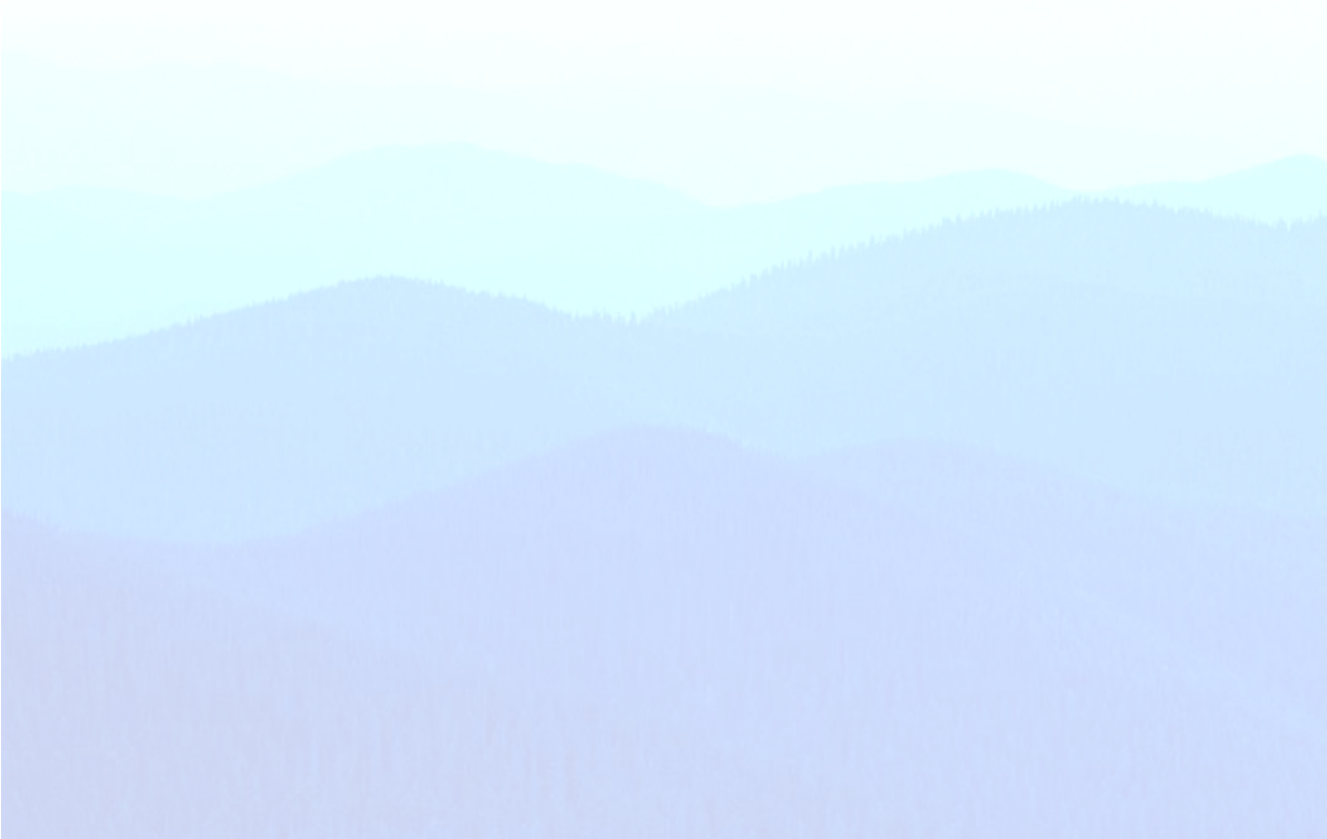
Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0

# VI. Support Staff

## Academic Counselors and Other Support Staff (School Year 2008-09)

*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	Days / hours associated
Librarian	24 hrs per month
Psychologist	35 days per school year
Counselor	24 hrs per month
Nurse	8 days per school year
Speech/Language/Hearing Specialist	40 days per school year
Resource Specialist (non-teaching)	186 days per school year
Occupational Therapist	8 hours per month



## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

*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	No students lacked textbooks and/or instructional materials
Mathematics	good	
Science	good	
History-Social Science	good	
Foreign Language	good	
Health	good	
Visual and Performing Arts	good	



## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries

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 on the [CDE Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the [CDE Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	22786.	LEA Provided	22786	\$72,201
District	22786.	N/A	22786	\$72,201
State	N/A	N/A	\$5,512	\$56,284

### Types of Services Funded (Fiscal Year 2008-09)

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

Programs and services supplied by categorical or other sources include transportation, summer school, Title I, Breakfast and Lunch Program, counseling and homework club.

### Teacher and Administrative Salaries

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the [CDE Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,270	\$38,481
Mid-Range Teacher Salary	\$70,314	\$55,789
Highest Teacher Salary	\$92,606	\$70,849
Average Principal Salary (Elementary)	98,285	\$88,862
Average Principal Salary (Middle)		\$94,015
Average Principal Salary (High)		\$97,594
Superintendent Salary	\$122,142	\$110,994
Percent of Budget for Teacher Salaries	27.3%	37.20 %
Percent of Budget for Administrative Salaries	5.7%	6.60 %

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results Web site](#). Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	62	51	50	62	51	50	43	46	44%
Mathematics	52	38	31	52	38	31	40	43	36%
Science	54	33	63	54	33	63	38	46	45%
History-Social Science	43	33	45	43	33	45	33	36	45%

*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.*

## STAR TEST RESULTS FOR 2008

Subject	Grade (s) tested	# of students tested	# of students scoring proficient and above	% of students scoring proficient and above
English Language Arts	2, 3, 4, 5, 6, 7, & 8	48	21	44%
Mathematics	2, 3, 4, 5, 6, & 7	44	16	36%
History-Social Science	8	11	5	45%
Science	5 & 8	19	5	45%

STAR tests are administered to students in grades 2 to 8

Student grades were:

- Grade 2    11 students tested out of 11
- Grade 3    12 students tested out of 14
- Grade 4    13 students tested out of 14
- Grade 5    8\* students tested out of 8
- Grade 6    9\* students tested out of 9
- Grade 7    7\* students tested out of 8
- Grade 8    12 students tested out of 12

\* If number of students tested is less than 10 in a class, test results will not be registered

## California Physical Fitness Test Results (School Year 2008-09)

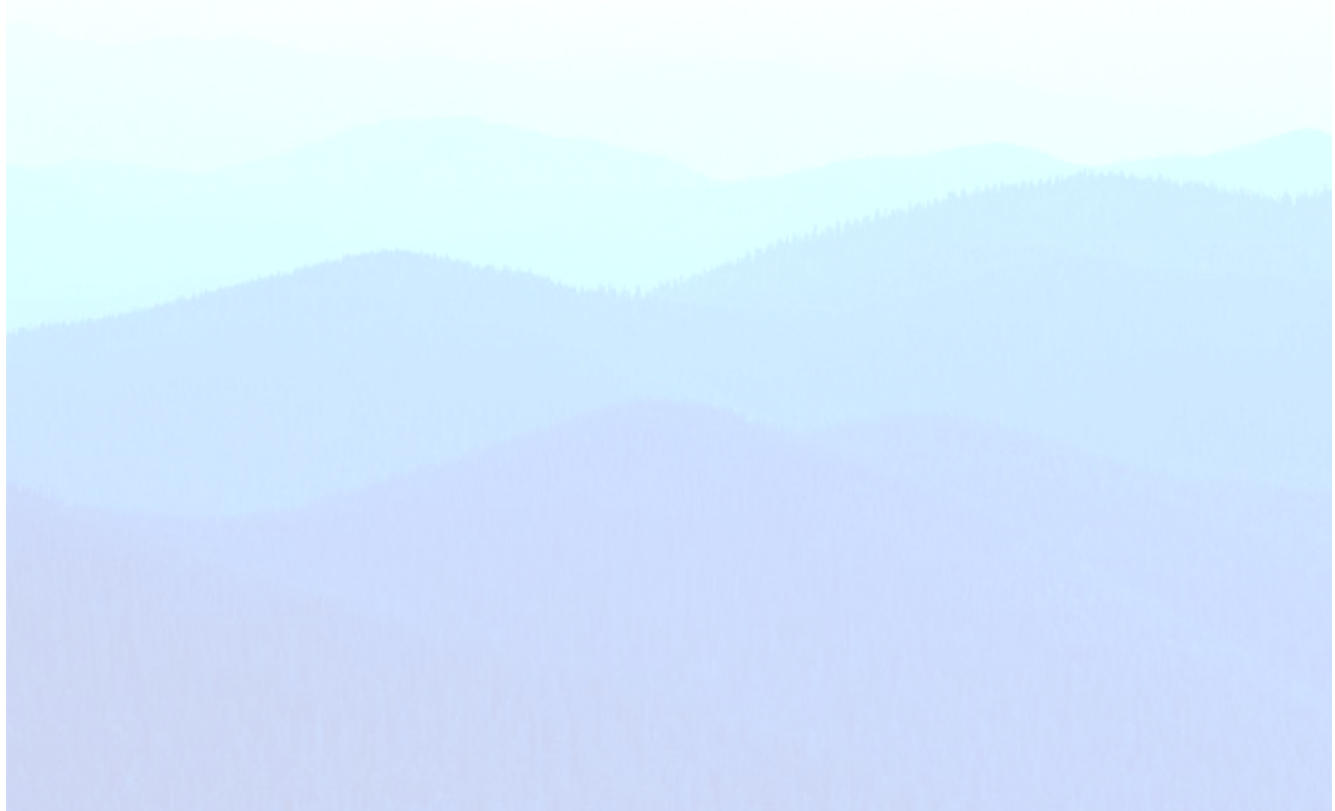
The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page.

**Note: Scores are not shown when the number of students tested is ten 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.*

**Students tested at the Bolinas-Stinson Union School was less than 10**

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	n/a	n/a	n/a
7	n/a	n/a	n/a
9	n/a	n/a	n/a



## 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 on the CDE [Academic Performance Index \(API\) Web page](#).

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten 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 one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	8 *	7 *	2 *
Similar Schools	N/A	N/A	N/A

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

**"B"** Means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

**"C"** Means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

**"\*"** Means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.



## Academic Performance Index Growth – Three-Year Comparison

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-18	-85	38	755 *

\*\*\* 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 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

## 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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

## Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

*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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A

"NO" Met 2009 AYP Criteria  
 "YES" Did not Meet 2009 AYP Criteria

## Federal Intervention Program (School Year 2009-10)

*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 (ELA 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 on the CDE [Adequate Yearly Progress \(AYP\) 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	

## 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.*

There are three days throughout the year devoted to Staff Development.



## XIII. National Assessment of Educational Progress

### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress Web page](#) (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\) Web page](#).

### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	72	30	5
Mathematics 2009, Grade 8	270	282	59	23	5

### National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74.25	93.29	65.60	80.00
Reading 2007, Grade 8	77.66	92.10	65.60	77.30
Mathematics 2009, Grade 4	79.00	96.00	84.00	94.00
Mathematics 2009, Grade 8	85.00	96.00	78.00	92.00