

**School Accountability Report Card Reported for School Year 2009-2010  
Published During 2010-2011**



**Executive Summary School Accountability Report Card, 2009-2010**

**Bolinas-Stinson Elementary School**

**Address:** 125 Olema-Bolinas Road  
Bolinas, CA 94924

**Phone:** 415.868-1603      **Fax:** 415.868-9406

**Website:** 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 2009-2010 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: February 17, 2011**

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## 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 100 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.

## **Our Vision**

**We educate students to be inspired critical thinkers, confident of their creativity and motivated to achieve academic excellence. Essential learning, grounded in sustainable community and environmental stewardship, prepares each student to successfully pursue the opportunities of life.**

## **Our Mission**

**Our mission is to engage students' native intelligence and creativity in learning processes, instilling in them self-confidence, poise, and an inquisitive, life-long love of learning. To achieve this mission we will provide:**

- ❖ A broad, comprehensive curriculum, integrated across disciplines and designed to enrich the learning experience. Our curriculum includes language arts, mathematics, science, social sciences, performing and visual arts, Spanish language, physical education, health, environmental studies and technology;**
- ❖ A challenging academic program that will prepare each student to excel in high school and life experiences;**
- ❖ Exceptional teachers who effectively employ innovative, high-quality instructional strategies;**
- ❖ An educational community of small classes and trusting, collaborative relationships between staff, students and parents;**
- ❖ An educational program tailored to the needs of each individual student;**
- ❖ A beautiful and inspiring learning environment that emphasizes place: the unique features of our natural environment and local communities;**
- ❖ A school that models sustainable practices, compassion and individual responsibility.**

## **Opportunities for Parental Involvement (School Year 2009-2010)**

### **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

### Student Enrollment by Grade Level (School Year 2009-2010)

Grade Level	Number of Students
Kindergarten	11
Grade 1	11
Grade 2	13
Grade 3	13
Grade 4	12
Grade 5	15
Grade 6	7
Grade 7	9
Grade 8	9
Total Enrollment	100

### Student Enrollment by Group (School Year 2009-2010)

Group	Percent of Total Enrollment
African American	1%
Asian	7%
Hispanic or Latino	19%
White (not Hispanic)	67%
Multiple or No Response	6%
Socioeconomically Disadvantaged	6%
English Learners	14%

## Academic Progress

Indicator	Result
Number of students included in the 2010 Growth API	73
2010 API Growth	816
2009 API Base	737
2009-2010 API Growth Target	5
2009-2010 API Growth	79
Met Growth Target – Schoolwide	Yes
Met Growth Target – All Subgroups	Yes
Met Growth Target – Both Schoolwide and Subgroups	Yes

### Student Achievement

To obtain accurate and valid measures of educational progress, BSUSD offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include end-of-unit tests, daily classroom performance, and daily observations.

#### Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessment by the year 2014. Meeting

Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. For the 2009-10 AYP cycle, elementary and middle schools must achieve a 46% or higher proficiency rate in English/Language Arts and 47.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 650 or increasing the API growth by 1 point.



## STAR TEST RESULTS FOR 2009

	Grade (s) tested	# of students in class	# of students tested	# of students scoring proficient and above	% of students scoring proficient and above
English Language Arts	2	15	14	12	85 %
	3	14	14	6	43 %
	4	12	11	8	73 %
	5	15	15	9	60 %
	6	8	8	*	*
	7	9	9	*	*
	8	9	9	*	*
Mathematics	2	15	14	13	93 %
	3	14	14	7	50 %
	4	12	11	5	45 %
	5	15	15	8	53 %
	6	8	8	*	*
	7	9	9	*	*
History-Social Science	9	9	9	*	*
Science	5	15	15	8	53 %
	8	9	9	*	*

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

Student Performance Standardized Testing and Reporting Program

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). 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 Costs 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 tenth rough eleven. 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 at <http://star.cde.ca.gov>. Program information regarding the STAR

## Academic Performance Index Growth (API) – Three-Year Comparison

Year	Number of students included in growth API	Growth	Base	Growth target	Growth	Schoolwide	All subgroups	Both schoolwide and subgroups
2008	75	711	796	4	-85	No	No	No
2009	73	739	701	5	38	Yes	Yes	Yes
2010	73	816	737	5	79	Yes	Yes	yes

### Adequate Yearly Progress (AYP)

#### 2008

Made AYP: Yes  
Met 5 of 5 AYP Criteria

Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	Yes	Yes
Academic Performance Index (API) - Additional Indicator for AYP		Yes
Graduation Rate		N/A

#### 2009

Made AYP: No  
Met 4 of 5 AYP Criteria

Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	Yes	No
Academic Performance Index (API) - Additional Indicator for AYP		Yes
Graduation Rate		N/A

#### 2010

Made AYP: Yes  
Met 5 of 5 AYP Criteria

National Assessment of Educational Progress (NAEP)								
	California	National	Basic		Proficient		Advanced	
	Average scores		California	National	California	National	California	National
<b>MATH</b>								
4 <sup>th</sup> Grade	232	239	41	43	25	33	5	6
8 <sup>th</sup> Grade	270	282	36	39	18	25	5	7
<b>READING</b>								
4 <sup>th</sup> Grade	210	220	30	34	18	24	5	7
8 <sup>th</sup> Grade	253	263	41	43	20	28	2	2

**California Physical Fitness Test Results (School Year 2008-2009)**

Data for 2009-2010 school year will be amended to this report when available

**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

## 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.

## 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 postponed indefinitely. The District did proceed with installation of solar panels and associated metering. Roofing on all

**of the buildings on the Bolinas Campus was 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 SITE <b>Bolinas Campus</b>		SCHOOL TYPE (GRADE LEVELS) <b>grades 3 to 8</b>	NUMBER OF CLASSROOMS ON SITE <b>11 including specialists</b>
INSPECTOR'S NAME <b>Mark Dolen</b>	INSPECTOR'S TITLE <b>Maintenance II</b>	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TIME OF INSPECTION <b>12/17/09 @ 2:15 p.m.</b>	WEATHER CONDITION AT TIME OF INSPECTION <b>Rainy</b>		

**PART III: CATEGORY TOTALS AND RANKING** (round all calculations to two decimal places)

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
<b>9</b>	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
	Number of N/As:	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%
<b>Total Percent per Category (average of above)*</b>		100.00%			85.71%	85.72%		100.00%	100.00%		100.00%		84.52%		100.00%	
<b>Rank (Circle one)</b> GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	FAIR		GOOD	GOOD		GOOD		FAIR		GOOD	

\*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

**OVERALL RATING:**

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

SCHOOL SITE Stinson Beach Campus		Pre K to Grade 1	4
INSPECTOR'S NAME Mark Dolen	INSPECTOR'S TITLE Maintenance II	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TIME OF INSPECTION 12/18/09 at 2:30 P.M.	WEATHER CONDITION AT TIME OF INSPECTION Cloudy		

**PART III: CATEGORY TOTALS AND RANKING** (round all calculations to two decimal places)

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
<b>TOTAL NUMBER OF AREAS EVALUATED</b>	0	5	5	5	5	4	5	5	5	5	5	5	5	5	5
<b>Number of "□"s:</b>	0	5	5	5	5	4	5	5	5	5	5	5	5	5	5
<b>Number of "D"s:</b>	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
<b>Number of "X"s:</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Number of N/As:</b>	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Percent of System in Good Repair</b> 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%
<b>Total Percent per Category (average of above)*</b>	100.00%			100.00%	90.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
<b>Rank (Circle one)</b> GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%	GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

\*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

<b>OVERALL RATING:</b>	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	98.75%	SCHOOL RATING**	GOOD
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\*\*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

## School Safety Plan (School Year 2009-2010)

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.

**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.

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-2010			
	Class Size	Number of Classrooms		
		1-20	21-32	33+
K	11	1		
1	11 *			
2	13 *			
3	13	1		
4	12	1		
5	15	1		
6	7 **			
7	9 **			
8	9 **			
1-2	24		1	
6, 7 & 8	12.5	2		

\* Grades 1 & 2 are combined into one classroom

\*\* Grades 6, 7, & 8 are combined into two classrooms

## Curriculum and 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	

## 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

## 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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	11	12	12	12
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	None	None	None	None
Misassignments of Teachers of English Learners	None	None	None	None
Total Teacher MisAssignments	None	None	None	None
Vacant Teacher Positions	None	None	None	None

### 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.*

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-2010)

*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

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-2010)

*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.*

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

## 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.**



## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil	Average Teacher Salary
			(Basic / Unrestricted)	
School Site	27,539	4,379	23,166	69,916
District	27,539	4,379	23,166	69,916
State	2,646	725	1,921	\$63,207

### Types of Services Funded (Fiscal Year 2009-2010)

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	\$76,313	\$55,789
Highest Teacher Salary	\$92,606	\$70,849
Average Principal Salary (Elementary)	104,325	\$88,862
Average Principal Salary (Middle)		\$94,015
Average Principal Salary (High)		\$97,594
Superintendent Salary	\$130,236	\$110,994
Percent of Budget for Teacher Salaries	27.8 %	37.20 %
Percent of Budget for Administrative Salaries	8.5 %	6.60 %

