

Bolinas-Stinson Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Bolinas-Stinson Elementary School
Street	125 Olema-Bolinas Road
City, State, Zip	Bolinas, CA 94924
Phone Number	415-868-1603
Principal	Jason Richardson
E-mail Address	jrichardson@bolinas-stinson.org
Web Site	bolinas-stinson.org
CDS Code	21653006024137

District Contact Information	
District Name	Bolinas-Stinson Union School District
Phone Number	415.868.1603
Superintendent	John Carroll
E-mail Address	jcarroll@bolinas-stinson.org
Web Site	bolinas-stinson.org

Vision and Mission Statement (School Year 2016-17)

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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	9
Grade 1	12
Grade 2	11
Grade 3	10
Grade 4	8
Grade 5	12
Grade 6	9
Grade 7	17
Grade 8	17
Total Enrollment	105

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	2.9
Filipino	0
Hispanic or Latino	20
Native Hawaiian or Pacific Islander	0
White	67.6
Two or More Races	9.5
Socioeconomically Disadvantaged	30.5
English Learners	11.4
Students with Disabilities	11.4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	11	12	11	11
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 9/2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Wright Group, Scholastic News, Step up to Writing , Lucy Calkins Units of Study, Readers Workshop	Yes	0
Mathematics	Kindergarten to 5th Grade: Math Expressions; Grades 6-8: Big Ideas - Houghton Mifflin	Yes	0
Science	FOSS (Full Option Science System), Harcourt Science, Holt - Earth Science, Really Short History of Nearly Everything, Dr. Arts Guide to Science	Yes	0
History-Social Science	Scholastic News; TCI; GLAD units for CA history; Oh California Textbook; TCI – History Alive, A Peoples History of the United States	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 was 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.

Modernization completed during the Summer break 2011 included: ADA Compliant restrooms, reduced thresholds for ADA compliancy, carpet replacement, Sola-tube installation, Heater replacements, electrical upgrades, ADA compliant sinks, cabinets and counters.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/31/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Office Building B: The Office is in great shape Music Room- Building A: A fully functional class/music room Library- Building J1: Operational and clean Multi-purpose room- Building E (Quesada): Building is clean and functioning Kitchen: Signs of mice; maintenance dept will seal the building

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/31/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/31/2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	64	71	64	71	44	48
Mathematics	54	55	54	55	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	--	--	--	--
	4	--	--	--	--
	5	11	10	90.9	60.0
	6	--	--	--	--
	7	15	15	100.0	73.3
	8	17	16	94.1	68.8
Male	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	12	12	100.0	75.0
	8	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	11	10	90.9	80.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
English Learners	3	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	--	--	--	--
	4	--	--	--	--
	5	11	10	90.9	40.0
	6	--	--	--	--
	7	15	15	100.0	46.7
	8	17	16	94.1	56.3
Male	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	12	12	100.0	41.7
	8	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	11	10	90.9	70.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
English Learners	3	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	78	66	72	78	66	72	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	28	25	89.3	72.0
Female	18	16	88.9	68.8
White	20	17	85.0	64.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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.

All are welcome to attend. Members organize council activities and discuss topics related to improving student achievement. 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 and on the website

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 through 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.

Fiscal Oversight and Facilities Planning Advisory Committee:

Under the leadership of the Superintendent, the Fiscal Oversight and Advisory Committee will provide the Board, through the Superintendent, information and recommendations for the long-term financial health of the District. The Committee periodically reviews the district's budget, identifies and analyzes long-term trends, makes recommendations to the Superintendent and Board and participates in community outreach efforts. The Committee is an advisory to the Superintendent. The committee will develop recommendations for the Board in specific areas of school finance including but not limited to: Review of enrollment trends, Facilities costs and expenditures, Review of important financial trends, data and community perceptions that will aid the Board in decision making, Providing timely and relevant information regarding renewal of the parcel taxes and/or other ballot measures, Identifying best practices regarding adequate and appropriate reserve levels, Funding capital improvements, and Other long-term financial health and strategies.

Facilities Needs Committee:

The Facilities Needs Committee will be charged with the following:

- Work with a facilities consultant to develop a District facility needs list related to the administration’s recommendation to include preschool in BSUSD’s educational program.
- Solicit input and feedback from the broader school community about any proposed modifications to buildings and grounds.
- Incorporate information from an exploratory feasibility study regarding possible general obligation bond funding for recommended facilities projects

The Ecology and Outdoor Science Committee:

This Committee (formerly known as the Green Team) will be charged with working with the administration and the board to make recommendations regarding purchases and practices that reflect the District’s commitment to environmental stewardship. On an as-needed basis, the Board of Trustees may charge the committee to research a particular product or issue and provide recommendations for Board consideration. The committee will solicit input from the school staff and community-at-large as appropriate and will incorporate current District Policy and programs (e.g. Sustainability Program) in developing recommendations.

STEAM committee formerly now as Technology Committee:

The Technology Committee is composed of Board, staff, parent representatives and community members. The committee meets every other month or as needed during the school year. They review technology purchases and needs of the district and oversee implementation of the technology plan.

English Language Advisory Committee (ELAC)

The English Learner Program at the Bolinas-Stinson Union School District supports English Learners (ELs) within their academic school environment by providing effective instruction in these areas: 1) Screening for reading problems and monitoring progress, 2) Providing intensive small-group reading interventions, 3) Providing extensive vocabulary instruction, 4) Developing academic English. The ELAC is an advisory group providing input to further develop the work of the English Learner program.

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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.9	0.0	0.0	0.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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. 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement*	Year 1	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	13	1			12	1			12	1		
1	14	1			12	1			12	1		
2	13	1			14	1			14	1		
3	15	1			13	1			13	1		
4	11	1			14	1			14	1		
5	15	1			10	1			10	1		
6	16	1			7	2			7			
Other									14	2		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	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								12	1			
Mathematics								12	1			
Science								12	1			
Social Science								12	1			

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	n/a	n/a
Counselor (Social/Behavioral or Career Development)	24 hrs per month	N/A
Library Media Teacher (Librarian)	6.6/day	N/A
Library Media Services Staff (Paraprofessional)	24 hours per month	N/A
Psychologist	35 days per school year	N/A
Social Worker	n/a	N/A
Nurse	8 days per school year	N/A
Speech/Language/Hearing Specialist	40 days per school year	N/A
Resource Specialist	192 days per school year	N/A
Other	8 hours per month	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$ 29,448	\$ 5107	\$ 24341	\$ 81,700
District	N/A	N/A	\$ 24341	\$81,153
Percent Difference: School Site and District	N/A	N/A	0.0	4.2
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	355.1	38.1

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

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 (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,163	\$41,085
Mid-Range Teacher Salary	\$76,104	\$59,415
Highest Teacher Salary	\$100,233	\$75,998
Average Principal Salary (Elementary)	\$120,000	\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$175,000	\$116,069
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	9%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

There are three days throughout the year devoted to Staff Development. Past and current professional development included collaboration with other school districts, bringing in education experts and attendance at specific seminars and workshops.