

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Stone Bridge	District Name	Napa Valley Unified
Street	1680 Los Carneros Way	Phone Number	(707) 253-3715
City, State, Zip	Napa, CA, 94558	Web Site	www.nvusd.k12.ca.us
Phone Number	(707) 252-5522	Superintendent	Patrick Sweeney
Principal	Bill Bindewald, Principal	E-mail Address	psweeney@nvusd.k12.ca.us
E-mail Address	billb@stonebridgeschool.org	CDS Code	28662660108605

School Description and Mission Statement (School Year 2010–11)

Established in 2000 as Napa Valley Charter School, Stone Bridge School (SBS) is a Waldorf-inspired charter school that serves students in Kindergarten through eighth grade. Our faculty consists of 13 credentialed teachers, 5 special subject teachers, 2 kindergarten assistants, and special education assistants. We have developed a powerful vision: a public school with a consistent philosophy, curriculum, and teaching method that embraces the developmental model of the growing child and awakens each child's full and unique potential. A union of the arts and sciences, based on the unity of human experience, is one of the great essential themes of Waldorf-inspired education. A disciplined artistic perception becomes part of the method of natural science, and the healthy objectivity of the Sciences penetrates those finer feelings on which the life of the Humanities builds. The academic program is strongly interdisciplinary, integrating drama, painting, music, drawing, and handwork into the entire curricula. A structured parent volunteer program and collaborative leadership model are integral aspects of our school. Professional development for our faculty is supported with weekly full faculty meetings, bi-monthly grade level meetings, attendance at summer curriculum preparation courses, and Waldorf education conferences during the school year. Mentoring is also available within a peer mentor model as well as from experienced Waldorf experts from independent and public Waldorf school backgrounds.

Our school's mission:

The Stone Bridge School is a community of families and teachers using Waldorf teaching methods to nourish and educate our children. We recognize and benefit from the character, vitality, history, and diversity of the Napa Valley, and in turn, offer an alternative educational choice. We have developed a powerful vision: a public school with a consistent philosophy, curriculum, and teaching method that embraces the developmental model of the growing child and awakens each child's full and unique potential. Waldorf-inspired curriculum nurtures a sense of wonder and delight, and fosters the reverence for nature and humanity inherent in the young child, while developing the child's active will, creative imagination, and clear, independent thinking.

Opportunities for Parental Involvement (School Year 2010–11)

Stone Bridge School requests 50 hours of volunteer time per family each year. Understanding that a truly successful experience for our students necessitates a partnership with parents and continuity between school and home, SBS encourages its parents to participate in many levels of school life. Festivals, committee work, outreach, and classroom assistance are some of the places you might find our committed parents. The governance of the school is based on a successful collaboration between Faculty Council, Charter Council,

and Parent Council, as well as the school administration. Two parent representatives serve on our Charter Council, our Board of Directors.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	46	Grade 8	19
Grade 1	26	Ungraded Elementary	0
Grade 2	32	Grade 9	0
Grade 3	28	Grade 10	0
Grade 4	38	Grade 11	0
Grade 5	23	Grade 12	0
Grade 6	31	Ungraded Secondary	0
Grade 7	26	Total Enrollment	269

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.9%
American Indian or Alaska Native	0.4%
Asian	3.0%
Filipino	1.9%
Hispanic or Latino	3.7%
Native Hawaiian or Pacific Islander	0.0%
White	78.8%
Two or More Races	0.0%
Socioeconomically Disadvantaged	4.1%
English Learners	1.5%

Students with Disabilities	8.6%
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Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008-09 Number of Classes*			Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2	0	0	20	2	0	0	21.0	2	0	0
1	30	0	1	0	30	0	1	0	14.5	2	0	0
2	26	0	1	0	30	0	1	0	30.0	0	1	0
3	29	0	1	0	28	0	1	0	15.0	2	0	0
4	28	0	1	0	29	0	1	0	30.0	0	1	0
5	24	0	1	0	25	0	1	0	28.0	0	1	0
6	26	0	1	0	25	0	1	0	28.0	0	1	0
Other	25	0	2	0	24.5	0	2	0	25.5	0	2	0

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

III. School Climate

School Safety Plan (School Year 2010-11)

At SBS, we are committed to providing our students with a safe and healthy learning environment. An articulated safety program is in place with periodically scheduled drills for fire, earthquake and other emergencies. Our Comprehensive School Safety Plan (CSSP), modeled on the Incident Command System, is reviewed annually and emergency equipment has been supplied for each classroom and central office. There is a "no tolerance" policy regarding bullying and aggressive playground behavior. Many of our teachers and staff members have completed first aid and CPR training. A traffic coordinator has been hired to provide safe drop-off, pick-up, and parking in the appropriate times.

Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
Suspensions	2.8%	2.7%	2.6	9.66%	8.88%	7.33

Expulsions	0	0	0	.79%	.65%	.14
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* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

SBS moved to its current campus at 1680 Los Carneros Avenue which was a vacant school site. The summer was spent relocating materials and supplies, buildings, and organizing classrooms for the 2011-12 school year. A playground was installed by the Napa Valley Unified School District utilizing new equipment and equipment from our old site. The Kindergarten and grades playground/bark box areas were completed with the addition of play structures and play apparatus. We have planted trees and plants to beautify our campus and to provide shade in the future. The result is a functional and beautiful setting for our students and community.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			Septic pump failed and was replaced.
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			Ongoing ant infestation.
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			New perimeter fencing.
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
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With Full Credential	15	15	13	819
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
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 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	2%
High-Poverty Schools in District	n/a	2.33
Low-Poverty Schools in District	n/a%	2.59

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

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)	n/a	
Library Media Teacher (librarian)	n/a	
Library Media Services Staff (paraprofessional)	n/a	
Psychologist	.1	
Social Worker	n/a	
Nurse	.05	
Speech/Language/Hearing Specialist	.1	
Resource Specialist (non-teaching)	.5	
Other	.2	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Instructional materials are teacher researched, prepared and presented	n/a	n/a
Mathematics	Q: Excellent C: McDougal Littell "Middle School Math" – 2001 Grade 6 & 7 A: 100%	n/a	n/a

	Q: Good C: McDougal Littell “Algebra 1” Grade 8 A: 100%		
Science	Instructional materials are teacher researched, prepared and presented	n/a	n/a
History-Social Science	n/a	n/a	n/a
Foreign Language	n/a	n/a	n/a
Health	n/a	n/a	n/a
Visual and Performing Arts	n/a	n/a	n/a
Science Laboratory Equipment (grades 9-12)	n/a	n/a	n/a

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,404	\$269	\$7,135	\$50,004
District			\$8,076	\$69,022
Percent Difference – School Site and District			66%	27%
State			\$5,681	\$66,478
Percent Difference – School Site and State			80%	10%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by

law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

A variety of services are funded with general as well as categorical funds. Our special subjects, such as: foreign language, music, movement, and woodworking, are primarily covered by local funding. This funding pays for teacher salaries, materials, and instructional supplies.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,164	\$41,035
Mid-Range Teacher Salary	\$66,120	\$65,412
Highest Teacher Salary	\$86,048	\$84,837
Average Principal Salary (Elementary)	\$112,834	\$106,217
Average Principal Salary (Middle)	\$113,158	\$111,763
Average Principal Salary (High)	\$123,429	\$121,538
Superintendent Salary	\$210,156	\$197,275
Percent of Budget for Teacher Salaries	44.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	61%	63%	61%	53%	53%	53%	49%	52%	54%
Mathematics	58%	56%	66%	48%	50%	48%	46%	48%	50%
Science	42%	57%	28%	53%	52%	52%	50%	54%	57%
History-Social Science	54%	84%	41%	43%	45%	45%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced
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	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	53%	48%	52%	45%
All Students at the School	61%	66%	28%	41%
Male	57%	70%	33%	0%
Female	65%	63%	25%	35%
Black or African American				
American Indian or Alaska Native				
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	0%	0%	0%	0%
Native Hawaiian or Pacific Islander				
White	62%	65%	26%	41%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%
English Learners				
Students with Disabilities	46%	67%	0%	0%
Students Receiving Migrant Education Services				

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.40%	46.40%	21.40%

7	11.50%	42.30%	38.50%
9	0.00%	0.00%	0.00%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	4	6	6
Similar Schools	1	1	1

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	63	6	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			

Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	75	-5	-5
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	199	805	13,133	778	4,683,676	778
Black or African American	0		304	720	317,856	696
American Indian or Alaska Native	0		86	780	33,774	733
Asian	2		260	879	398,869	898
Filipino	4		782	867	123,245	859
Hispanic or Latino	8		6,689	718	2,406,749	729
Native Hawaiian or Pacific Islander	0		61	751	26,953	764
White	182	800	4,289	843	1,258,831	845
Two or More Races	1		574	837	76,766	836
Socioeconomically Disadvantaged	1		5,945	709	2,731,843	726

English Learners	1		4,768	676	1,521,844	707
Students with Disabilities	14	689	1,478	588	521,815	595

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011–12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	n/a	In PI

First Year of Program Improvement	n/a	2006-2007
Year in Program Improvement	n/a	Year 3
Number of Schools Currently in Program Improvement		14
Percent of Schools Currently in Program Improvement		43.8%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Information not relevant to elementary school studies

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.

Teachers at SBS work 190 calendar days in 2010 - 11. Staff development is achieved in the following ways: weekly faculty meetings, alternating between full faculty and grade level meetings, pre-service and in-service days, professional conferences, peer-mentoring, and an outside mentoring program with Waldorf teachers and mentors.

Stone Bridge

Napa Valley Unified

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Provided by the Ed-Data Partnership

For more information visit www.ed-data.org