

About This School

Contact Information (School Year 2012-13)

School	
School Name	Stone Bridge School
Street	1680 Los Carneros Way
City, State, Zip	Napa, Ca, 94558
Phone Number	707-252-5522
Principal	Bill Bindewald, Administrator
E-mail Address	office@stonebridgeschool.org
County-District-School (CDS) Code	28662660108605

District	
District Name	Napa Valley Unified
Phone Number	(707) 253-3715
Web Site	http://www.nvUSD.k12.ca.us
Superintendent First Name	Patrick
Superintendent Last Name	Sweeney
E-mail Address	psweeney@nvUSD.k12.ca.us

Last updated: 2/1/2014

School Description and Mission Statement (School Year 2012-13)

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 16 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.

Last updated: 2/1/2014

Opportunities for Parental Involvement (School Year 2012-13)

As a school of choice, parents sign a Parent Pledge in which they commit to 50 hours of volunteer time per family per 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. The administrator and chairs from all three councils, called Heads Talking, convene monthly to share news and projects from each individual group and strategize on school-wide issues and events. The Parent Council consists of an executive board and members who represent the Kindergarten and grades classes. The responsibilities of the class reps are to keep the parents informed, coordinate volunteer opportunities, and be a liaison between parents and the administration. Two parent representatives serve on our Charter Council, our Board of Directors.

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.
- **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.

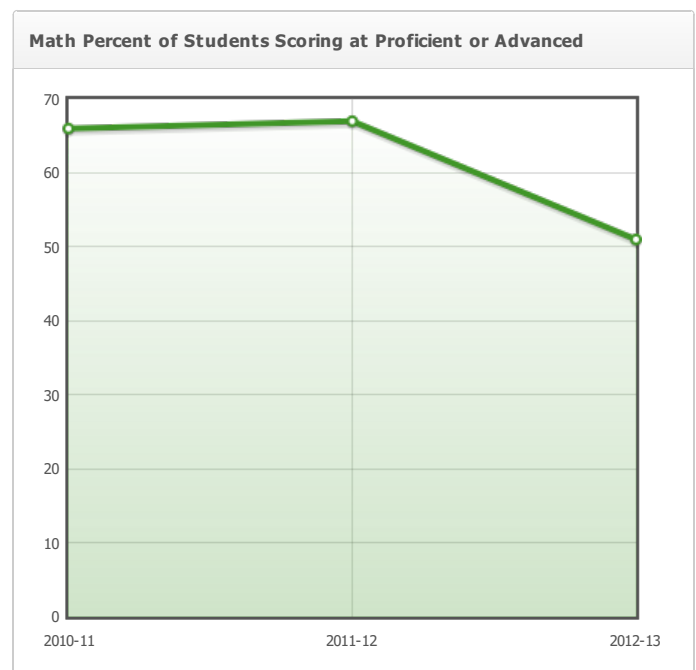
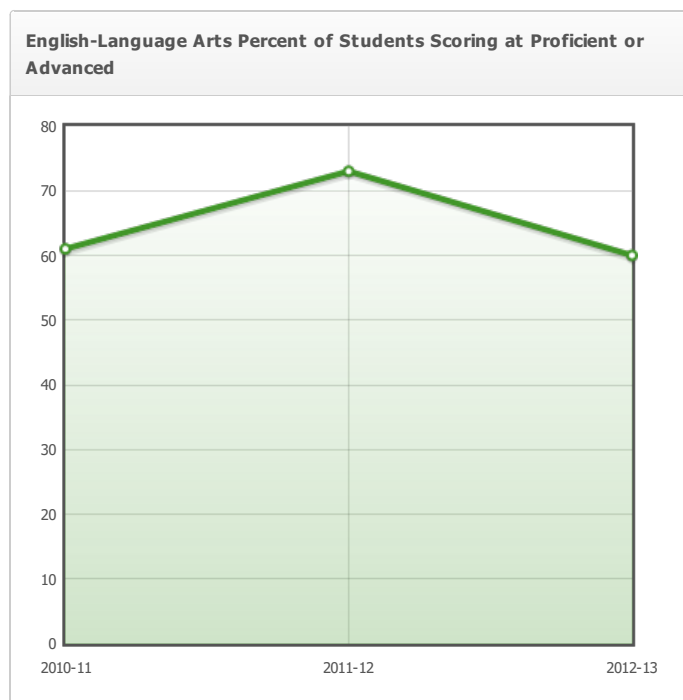
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

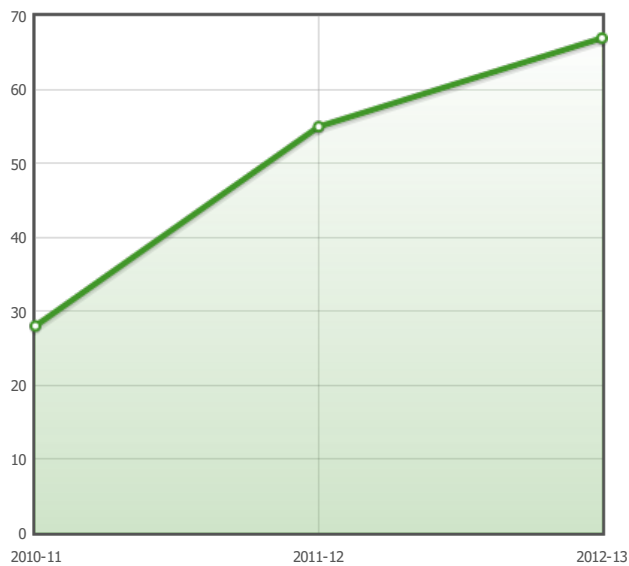
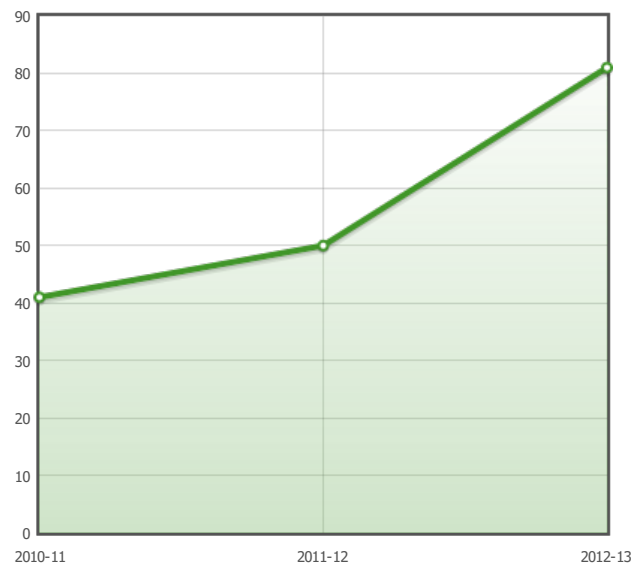
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	61%	73%	60%	53%	56%	52%	54%	56%	55%
Mathematics	66%	67%	51%	48%	49%	46%	49%	50%	50%
Science	28%	55%	67%	52%	54%	54%	57%	60%	59%
History-Social Science	41%	50%	81%	45%	45%	46%	48%	49%	49%

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.



Science Percent of Students Scoring at Proficient or Advanced**History Percent of Students Scoring at Proficient or Advanced**

Last updated: 1/28/2014

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	52%	46%	54%	46%
All Students at the School	60%	51%	67%	81%
Male	54%	51%	70%	75%
Female	65%	50%	66%	87%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	33%	33%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	74%	68%	N/A	N/A
Two or More Races	61%	50%	68%	80%
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	67%	25%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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

Last updated: 1/28/2014

California Physical Fitness Test Results (School Year 2012-13)

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](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	3.3%	20.0%	66.7%
7	20.8%	33.3%	33.3%

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.

Last updated: 1/28/2014

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](#).

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	2010-11	2011-12	2012-13
Statewide	6	5	8
Similar Schools	1	1	1

Last updated: 1/28/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	190	801	13,393	776	4,655,989	790
Black or African American	2		311	711	296,463	708
American Indian or Alaska Native	0		63	784	30,394	743
Asian	4		277	853	406,527	906
Filipino	2		866	845	121,054	867
Hispanic or Latino	11	721	7,030	724	2,438,951	744
Native Hawaiian or Pacific Islander	0		59	802	25,351	774
White	159	820	4,116	838	1,200,127	853
Two or More Races	0		610	831	125,025	824
Socioeconomically Disadvantaged	16	768	6,772	715	2,774,640	743
English Learners	5		4,861	681	1,482,316	721
Students with Disabilities	17	727	1,433	587	527,476	615

Last updated: 1/31/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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](#).

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	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Last updated: 1/28/2014

Federal Intervention Program (School Year 2013-14)

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](#).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	15
Percent of Schools Currently in Program Improvement	N/A	83.3%

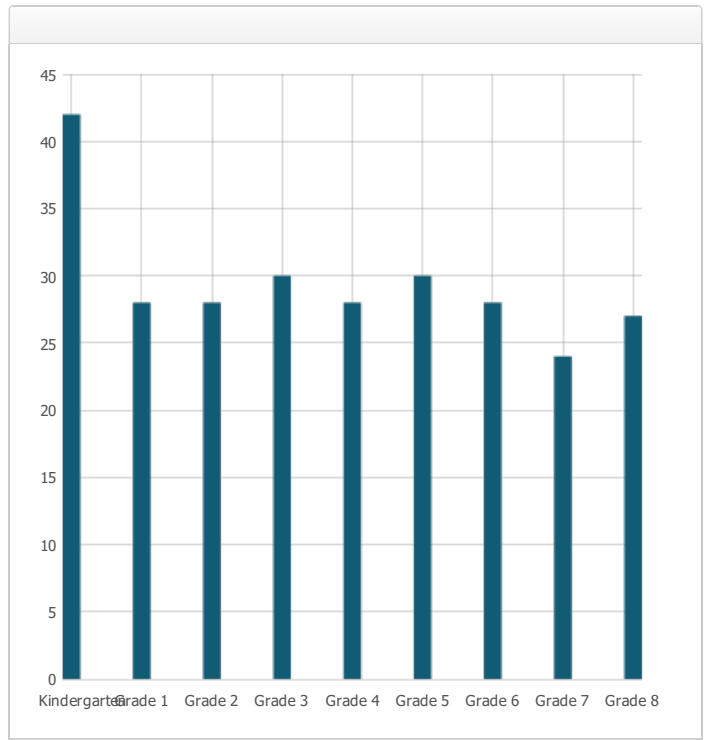
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Last updated: 1/28/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

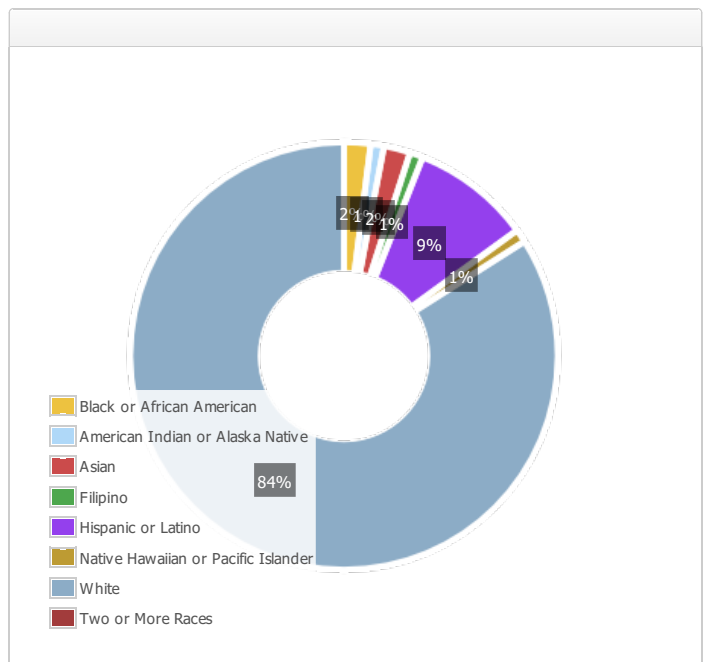
Grade Level	Number of Students
Kindergarten	42
Grade 1	28
Grade 2	28
Grade 3	30
Grade 4	28
Grade 5	30
Grade 6	28
Grade 7	24
Grade 8	27
Total Enrollment	265



Last updated: 1/28/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	1.0
Asian	2.0
Filipino	1.0
Hispanic or Latino	9.0
Native Hawaiian or Pacific Islander	1.0
White	84.0
Two or More Races	0.0
Socioeconomically Disadvantaged	7.2
English Learners	3.8
Students with Disabilities	4.9



Last updated: 1/28/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	2	0	0	21.0	2	0	0	21.0	0	2	0
1	20.0	1	0	0	28.0	0	1	0	20.0	2	0	0
2	30.0	0	1	0	30.0	0	1	0	20.0	2	0	0
3	20.0	1	0	0	20.0	1	0	0	20.0	2	0	0
4	30.0	0	1	0	30.0	0	1	0	28.0	0	1	0
5	28.0	0	1	0	27.0	0	1	0	30.0	0	1	0
6	28.0	0	1	0	28.0	0	1	0	28.0	0	1	0
Other	27.0	0	2	0	25.0	0	2	0	26.0	0	2	0

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

Last updated: 2/1/2014

School Safety Plan (School Year 2012-13)

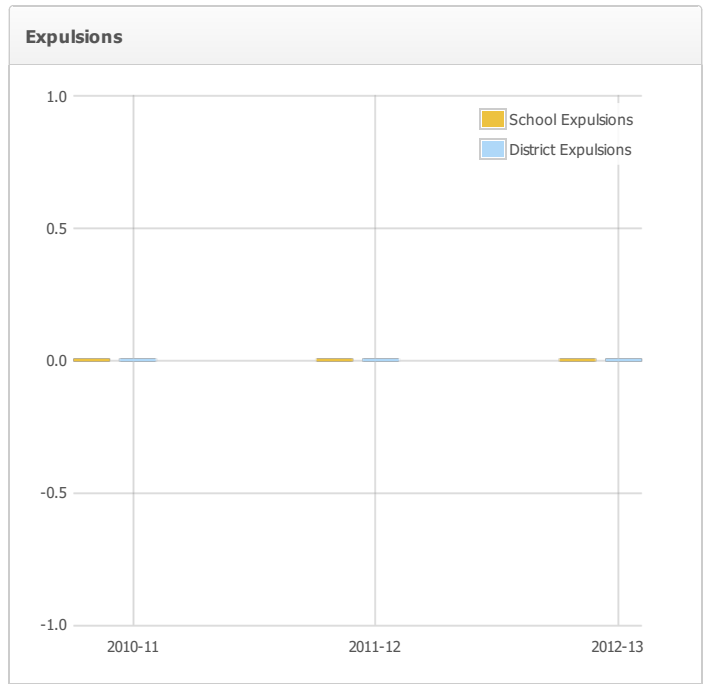
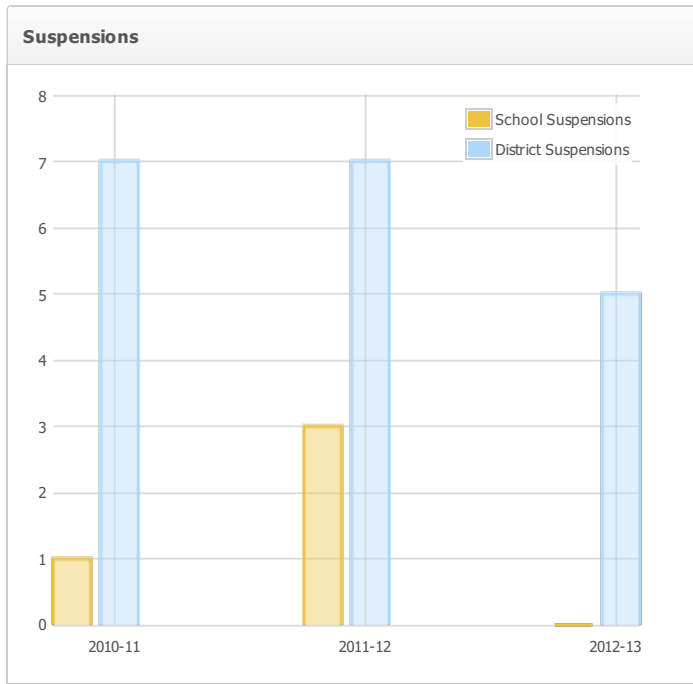
At SBS, we are committed to providing our students with a safe and healthy learning environment. An articulated safety program is in place with periodically scheduled drills for fire, earthquake and other emergencies. Our Comprehensive School Safety Plan (CSSP), modeled on the Incident Command System, 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. Traffic coordinators have been hired to provide safe drop-off, pick-up, and parking in the appropriate times

Last updated: 1/31/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	1.80	3.00	0.75	7.33	7.71	5.19
Expulsions	0.00	0.00	0.00	0.14	0.29	0.07

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/31/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

SBS moved to its current campus at 1680 Los Carneros Avenue over the summer of 2011. 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 for the future. The result is a functional and beautiful setting for our students and community. Planning has started to assume responsibility for the campus vineyard in Fall 2014.

Last updated: 1/29/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Water treatment upgraded November 2013.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Uneven pavement and walkways need repair/replacement. Three injuries in 2013.

Overall Facility Rate (School Year 2012-13)

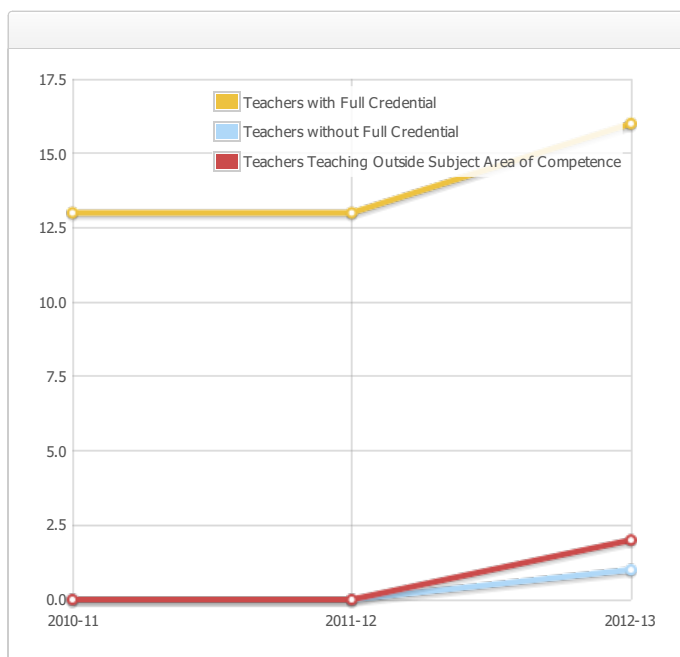
Overall Rating	Good
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Last updated: 1/29/2014

Teachers

Teacher Credentials

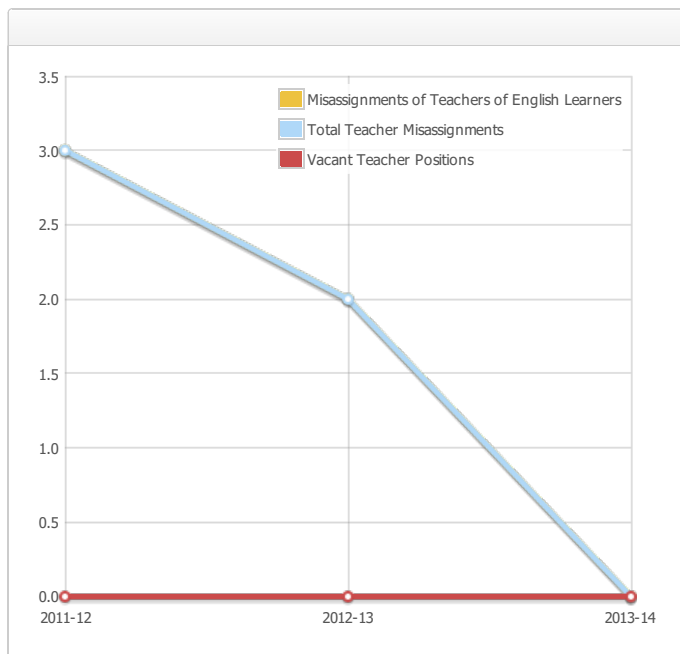
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	13	13	16	872
Without Full Credential	0	0	1	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	2	0



Last updated: 2/1/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	3	2	0
Total Teacher Misassignments*	3	2	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.

Last updated: 1/29/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as 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](#).

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	0
All Schools in District	0	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	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.

Last updated: 1/29/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.6	N/A
Other	1.4	N/A

Note: Cells shaded in black or 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.

Last updated: 2/1/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

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: August 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Instructional materials are teacher researched, prepared, and presented		0.0
Mathematics	McDougal Littell "Middle School Math" - 2001 Grdes 6 & 7 McDougal Littell "Algebra 1 - Grade 8		100.0
Science	Instructional materials are teacher researched, prepared, and presented.		0.0
History-Social Science	Instructional materials are teacher researched, prepared, and presented.		0.0
Foreign Language	Instructional materials are teacher researched, prepared, and presented.		0.0
Health	Instructional materials are teacher researched, prepared, and presented.		0.0
Visual and Performing Arts	Instructional materials are teacher researched, prepared, and presented.		0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/29/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,353	\$409	\$6,944	\$51,803
District	N/A	N/A	\$6,609	\$65,647
Percent Difference – School Site and District	N/A	N/A	1.05%	0.79%
State	N/A	N/A	\$5,537	\$68,841
Percent Difference – School Site and State	N/A	N/A	1.25%	0.75%

Note: Cells shaded in black or with N/A values 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](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 2/1/2014

Types of Services Funded (Fiscal Year 2012-13)

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. A remedial Waldorf-trained teacher and a SST coordinator works with identified students in conjunction with district -employed Special Education staff and resource team.

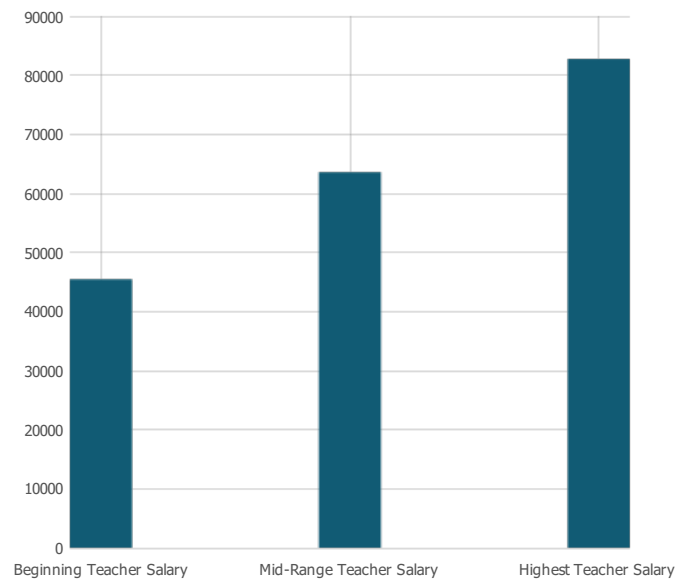
Last updated: 1/31/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

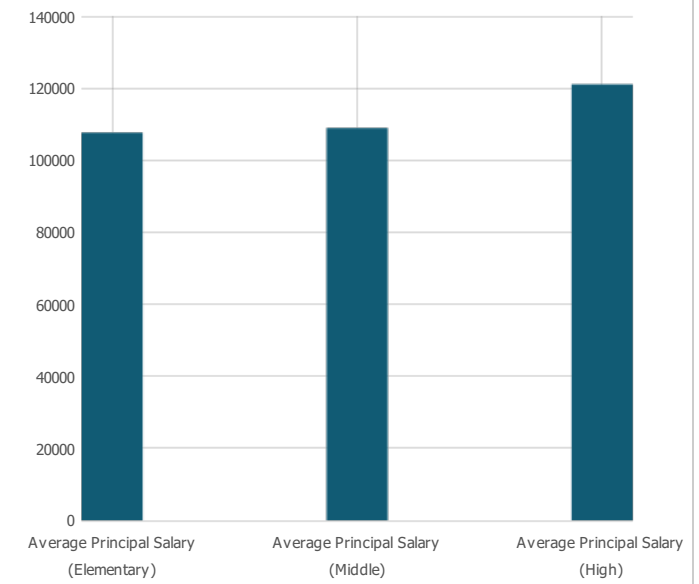
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,461	\$40,933
Mid-Range Teacher Salary	\$63,584	\$65,087
Highest Teacher Salary	\$82,748	\$84,436
Average Principal Salary (Elementary)	\$107,668	\$106,715
Average Principal Salary (Middle)	\$108,939	\$111,205
Average Principal Salary (High)	\$121,067	\$120,506
Superintendent Salary	\$210,156	\$207,812
Percent of Budget for Teacher Salaries	42.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/31/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

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

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

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.

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. An in-house Educational Program Director began working with our faculty in the summer of 2013 and continues to work as a mentor to our new teachers as well as a resource for all of our teachers.

Last updated: 2/1/2014