

Stone Bridge School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Stone Bridge School
Street	1680 Los Carneros Avenue
City, State, Zip	Napa, CA 94559
Phone Number	707-252-5522
Principal	Bill Bindewald
E-mail Address	bill.b@stonebridgeschool.org
Web Site	www.stonebridgeschool.org
CDS Code	28-66266-0108605

District Contact Information	
District Name	Napa Valley Unified School District
Phone Number	707-253-3715
Superintendent	Dr. Patrick Sweeney
E-mail Address	psweeney@nvusd.org
Web Site	www.nvusd.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Established in 2000 as Napa Valley Charter School, Stone Bridge School (SBS) is a public Waldorf charter school with students in Kindergarten through Eighth Grade. Our academic program is strongly interdisciplinary, integrating drama, art, music, and movement into the entire curricula. Located in a rural setting, SBS is currently developing a bio-dynamic farm which students will tend, harvest, developing within them a stewardship of the land. Harvested eggs, fruits, and vegetables will be used in a school lunch program and ultimately, sold to generate funding for the farm project, with a portion donated to the greater community.

Our faculty of 14 credentialed teachers, 8 special subject teachers, 2 kindergarten assistants, and special education assistants serves 265 students. Professional development for our faculty is supported through 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 with independent and public Waldorf school backgrounds.

A structured parent volunteer program and collaborative leadership model are integral aspects of our school. Parents, teachers, classified staff, and community members serve on one or more of the three governing bodies: Charter Council (Board of Directors), Parent Council, and Faculty Council.

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. The Waldorf curriculum nurtures a sense of wonder and delight and fosters the reverence for nature and humanity inherent in the young child. The curriculum develops the child's active will, creative imagination, and clear, independent thinking. Children emerge as young adults with the self-confidence to impart direction and purpose to their lives and leadership to their community.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	39
Grade 1	27
Grade 2	27
Grade 3	28
Grade 4	33
Grade 5	28
Grade 6	31
Grade 7	28
Grade 8	23
Grade 10	1
Total Enrollment	265

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.8
Asian	1.9
Filipino	0.8
Hispanic or Latino	9.4
Native Hawaiian or Pacific Islander	0.8
White	83.4
Two or More Races	0.0
Socioeconomically Disadvantaged	10.6
English Learners	4.2
Students with Disabilities	3.4

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	16	12	14	906
Without Full Credential	1	1	2	17
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments *	2	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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	83.33	16.67
All Schools in District	99.02	0.98
High-Poverty Schools in District	99.73	0.27
Low-Poverty Schools in District	98.30	1.70

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 2014-15)

Year and month in which data were collected: January 2013

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Instructional materials are teacher researched, prepared and presented		0
Mathematics	Q: Good C: McDougal Littell "Middle School Math" – 2001 Grade 6 & 7 A: 100% Course 1 and Course 2 Q: Fair C: McDougal Littell "Algebra 1" Grade 8 A: 100%		0
Science	Instructional materials are teacher researched, prepared and presented		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Stone Bridge School moved to its current campus at 1680 Los Carneros Avenue, in the summer of 2011. We began by attending to the needs of this vacant school site, ensuring its safety for our students. Since relocating, 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. Irrigation has been laid and trees have been planted for shade and for our future farm. Class gardens have been sowed, tended, and harvested. 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. Plans for a bio-dynamic farm with a barn and small animals have been designed and are in the beginning states of implementation.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/03/14				
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]	[]	[]	
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)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	55	67	55	53	54	52	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	52
All Student at the School	55
Male	68
Female	47
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	53
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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
History-Social Science	41	50	81	45	45	46	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

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

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-5	56	-65
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-5	64	-49
Two or More Races			
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.

Career Technical Education Programs (School Year 2013-14)

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts				58	57	41	56	57	56
Mathematics				54	57	43	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.6	14.3	50.0
7	11.5	50.0	26.9

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 (Most Recent Year)

Understanding that a truly successful experience for our students necessitates a partnership with parents, Stone Bridge School requests 50 hours of volunteer time per family each year. Parents are encouraged to participate in many levels of school life: festivals, committee work, outreach, and classroom assistance, and field trip chaperoning, for example. Parents interested in volunteering may contact their class teacher or the school office.

The governance of the school is based on a successful collaboration between Charter Council (Board of Directors) Faculty Council, and Parent Council, as well as the school administration. Our Parent Council is made up of two representatives from each class and is run by an Executive Board (Chair and/or Co-chair, Treasurer, and Secretary). Chairs from these governing bodies also participate in the Heads Talking Committee where they meet regularly to collaborate on school issues, events, and operations. Two parent representatives (one from the Parent Council and one Parent-at-Large) also serve on our Charter Council, the school's Board of Directors.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate									

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	3.0	0.75	0.38	5.3	4.5	3.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.3	0.1	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

At Stone Bridge School, 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. SBS holds First Aid and CPR Training bi-annually during pre-service.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met Graduation Rate (if applicable)		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	15
Percent of Schools Currently in Program Improvement	---	83.3

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	21	2	0	0	21		2		20	2		
1	28	0	1	0	14	2			14	2		
2	30	0	1	0	14	2			14	2		
3	12	1	0	0	15	2			14	2		
4	30	0	1	0	28		1		31		1	
5	27	0	1	0	30		2		28		1	
6	28	0	1	0	28		1		31		1	
Other												

Note: 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	2011-12			2012-13			2013-14					
	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												
Mathematics												
Science												
Social Science												

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.2	---
Social Worker	0	---
Nurse	.05	---
Speech/Language/Hearing Specialist	.2	---
Resource Specialist	.6	---
Other	.8	---

Note: Cells with "----" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,598	\$389	\$7,209	\$53,593
District	---	---	\$4,719	\$67,900
Percent Difference: School Site and District	---	---	52.8	-21.1
State	---	---	\$4,690	\$69,360
Percent Difference: School Site and State	---	---	53.7	-22.7

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

A variety of services are supported with funds from Local Control Funding Formula monies, local property taxes, as well as parent donations and grants. Our special subjects, such as: foreign language, eurythmy, music, movement, handwork, and woodworking, are primarily covered by local sources. An active Grant Committee has been successful procuring funds for our farm program and special projects. An Educational Program Director works closely with the Special Education team (in-house and district) as student needs are assessed and services provided. An SST coordinator works with identified students in conjunction with district -employed Special Education staff and resource team.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,389	\$41,318
Mid-Range Teacher Salary	\$65,033	\$65,615
Highest Teacher Salary	\$84,634	\$84,981
Average Principal Salary (Elementary)	\$108,156	\$107,624
Average Principal Salary (Middle)	\$109,679	\$112,817
Average Principal Salary (High)	\$124,050	\$121,455
Superintendent Salary	\$213,461	\$206,292
Percent of Budget for Teacher Salaries	42	40
Percent of Budget for Administrative Salaries	5	5

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

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, one on-one and group work with our Educational Program Director, and an outside mentoring program with Waldorf master teachers and consultants.