

Stone Bridge School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (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
Grades Served	K-8
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 proud to have a working farm, certified organic by the California Certified Organic Farmers. Employing bio-dynamic along with organic practices, our students plant, tend, and harvest crops, developing within them a stewardship of the land. Harvested eggs, fruits, and vegetables are used in our school lunch program and are sold to local restaurants, schools, and the parent community, to generate funding for the farm. We have also donated to the Napa Food Bank.

Our faculty of 11 credentialed lead teachers, 6 special subject teachers, 2 kindergarten assistants, and special education assistants serves 266 students. Professional development for our faculty is supported through weekly full faculty meetings, bi-monthly grade level meetings, attendance at summer curriculum preparation courses, in- and post-service days, and Waldorf education conferences during the school year. Mentoring is also available with 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.

Our school is founded on 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 2014-15)

Grade Level	Number of Students
Kindergarten	40
Grade 1	27
Grade 2	28
Grade 3	28
Grade 4	30
Grade 5	32
Grade 6	28
Grade 7	30
Grade 8	23
Total Enrollment	266

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.4
Asian	2.3
Filipino	0.8
Hispanic or Latino	10.2
Native Hawaiian or Pacific Islander	0.8
White	82.7
Two or More Races	0.8
Socioeconomically Disadvantaged	12.8
English Learners	5.6
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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	12	14	10	897
Without Full Credential	1	2	2	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	1
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	79.3	20.7
All Schools in District	97.6	2.4
High-Poverty Schools in District	98.8	1.2
Low-Poverty Schools in District	96.5	3.5

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 2015-16)

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 farm. Class gardens have been sowed, tended, and harvested. We have planted over 40 trees for fruit and to provide shade in the future. The result is a functional and beautiful setting for our students and community. An organically certified farm, with chicken coop, is now fully operational with bio-dynamic farming practices also being utilized.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/07/14				
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		Repairs needed for roofs, gutters, and exterior siding of several buildings.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Repairs needed for earthquake and tree root damaged sidewalks. Rear asphalt playground area needs repairs and resurfacing for safety.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/07/14				
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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	58	41	44
Mathematics	35	31	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	28	28	100.0	21	21	43	14
	4	31	30	96.8	27	23	23	27
	5	32	31	96.9	19	19	48	13
	6	29	27	93.1	15	15	41	26
	7	28	27	96.4	11	41	33	15
	8	23	23	100.0	4	30	57	9
Male	3		16	57.1	31	13	50	6
	4		14	45.2	29	21	36	14
	5		17	53.1	29	24	41	6
	6		10	34.5	--	--	--	--
	7		8	28.6	--	--	--	--
	8		14	60.9	0	29	57	14
Female	3		12	42.9	8	33	33	25
	4		16	51.6	25	25	13	38
	5		14	43.8	7	14	57	21
	6		17	58.6	18	18	47	18
	7		19	67.9	11	42	26	21
	8		9	39.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		1	3.6	--	--	--	--
American Indian or Alaska Native	7		1	3.6	--	--	--	--
Asian	3		1	3.6	--	--	--	--
	4		2	6.5	--	--	--	--
	6		1	3.4	--	--	--	--
	7		1	3.6	--	--	--	--
Filipino	6		1	3.4	--	--	--	--
	8		1	4.3	--	--	--	--
Hispanic or Latino	3		4	14.3	--	--	--	--
	4		1	3.2	--	--	--	--
	5		3	9.4	--	--	--	--
	7		1	3.6	--	--	--	--
	8		3	13.0	--	--	--	--
Native Hawaiian or Pacific Islander	4		1	3.2	--	--	--	--
White	3		22	78.6	27	18	41	14
	4		26	83.9	27	19	23	31
	5		28	87.5	14	18	54	14
	6		24	82.8	17	17	38	25
	7		24	85.7	13	42	29	17
	8		19	82.6	0	26	68	5
Socioeconomically Disadvantaged	3		2	7.1	--	--	--	--
	4		2	6.5	--	--	--	--
	5		6	18.8	--	--	--	--
	6		1	3.4	--	--	--	--
	7		3	10.7	--	--	--	--
	8		6	26.1	--	--	--	--
English Learners	3		1	3.6	--	--	--	--
	4		2	6.5	--	--	--	--
	5		1	3.1	--	--	--	--
	8		1	4.3	--	--	--	--
Students with Disabilities	5		7	21.9	--	--	--	--
	6		2	6.9	--	--	--	--
	7		4	14.3	--	--	--	--
	8		2	8.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	28	28	100.0	46	29	21	4
	4	31	30	96.8	7	47	40	7
	5	32	31	96.9	45	48	0	6
	6	29	27	93.1	19	41	26	15
	7	28	27	96.4	33	19	22	26
	8	23	23	100.0	26	26	39	9
Male	3		16	57.1	44	38	13	6
	4		14	45.2	0	57	36	7
	5		17	53.1	53	35	0	12
	6		10	34.5	--	--	--	--
	7		8	28.6	--	--	--	--
	8		14	60.9	14	29	43	14
Female	3		12	42.9	50	17	33	0
	4		16	51.6	13	38	44	6
	5		14	43.8	36	64	0	0
	6		17	58.6	18	53	18	12
	7		19	67.9	32	16	26	26
	8		9	39.1	--	--	--	--
Black or African American	3		1	3.6	--	--	--	--
American Indian or Alaska Native	7		1	3.6	--	--	--	--
Asian	3		1	3.6	--	--	--	--
	4		2	6.5	--	--	--	--
	6		1	3.4	--	--	--	--
	7		1	3.6	--	--	--	--
Filipino	6		1	3.4	--	--	--	--
	8		1	4.3	--	--	--	--
Hispanic or Latino	3		4	14.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		1	3.2	--	--	--	--
	5		3	9.4	--	--	--	--
	7		1	3.6	--	--	--	--
	8		3	13.0	--	--	--	--
Native Hawaiian or Pacific Islander	4		1	3.2	--	--	--	--
White	3		22	78.6	45	27	23	5
	4		26	83.9	8	50	35	8
	5		28	87.5	39	54	0	7
	6		24	82.8	21	42	25	13
	7		24	85.7	33	17	25	25
	8		19	82.6	26	21	42	11
Socioeconomically Disadvantaged	3		2	7.1	--	--	--	--
	4		2	6.5	--	--	--	--
	5		6	18.8	--	--	--	--
	6		1	3.4	--	--	--	--
	7		3	10.7	--	--	--	--
	8		6	26.1	--	--	--	--
English Learners	3		1	3.6	--	--	--	--
	4		2	6.5	--	--	--	--
	5		1	3.1	--	--	--	--
	8		1	4.3	--	--	--	--
Students with Disabilities	5		7	21.9	--	--	--	--
	6		2	6.9	--	--	--	--
	7		4	14.3	--	--	--	--
	8		2	8.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	67	55	48	54	51	49	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	48
Male	51
Female	38
Filipino	--
Hispanic or Latino	--
White	53
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.00	23.30	23.30
7	32.00	32.00	24.00

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 encourages parents to volunteer. 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: 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.75	0.38	0.38	4.51	3.55	3.74	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.07	0.03	0.01	0.13	0.10	0.09

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 regularly 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 2014-15)

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

Federal Intervention Program (School Year 2015-16)

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	N/A	15
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	2012-13				2013-14				2014-15			
	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		20	2			20	2		
1	14	2			14	2			14		1	
2	14	2			14	2			14		1	
3	15	2			14	2			14		1	
4	28		1		31		1		30		1	
5	30		2		28		1		32		1	
6	28		1		31		1		28		1	

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

Academic Counselors and Other Support Staff (School Year 2014-15)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.05	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist	.6	N/A
Other	.8	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,598	\$389	\$7,209	\$53,593
District	N/A	N/A	\$4,719	\$71,415
Percent Difference: School Site and District	N/A	N/A	52.8	-21.1
State	N/A	N/A	\$5,348	\$71,529
Percent Difference: School Site and State	N/A	N/A	53.7	-22.7

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,579	\$43,062
Mid-Range Teacher Salary	\$68,104	\$67,927
Highest Teacher Salary	\$88,629	\$87,811
Average Principal Salary (Elementary)	\$112,538	\$110,136
Average Principal Salary (Middle)	\$111,127	\$115,946
Average Principal Salary (High)	\$126,795	\$124,865
Superintendent Salary	\$224,520	\$211,869
Percent of Budget for Teacher Salaries	38%	39%
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/>.

Professional Development (Most Recent Three Years)

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.