

Executive Summary School Accountability Report Card, 2006-07

For Stone Bridge School

Address: 1870 Salvador Avenue, Napa, CA 94558
(707) 252-5522

Phone:

Administrator: Bill Bindewald
Kindergarten - Eighth

Grade Span:

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Established in 2000 as Napa Valley Charter School, Stone Bridge School (SBS) is a Waldorf-methods charter school that serves students in Kindergarten through eighth grade. Our faculty consists of 15 credentialed teachers, 9 specialty subject teachers and 3 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 methods 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 rests. 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.

Student Enrollment		Teachers
Group Enrollment		Indicator Teachers
Number of students 228		Teachers with full credential 15
African American 5%		Teachers without full credential 0
American Indian or Alaska Native 0%		Teachers Teaching Outside Subject Area of Competence 0
Asian 3%		Misassignments of Teachers of English Learners 0
Filipino 2%		Total Teacher Misassignments 0
Hispanic or Latino 4%		
Pacific Islander 0%		
White (not Hispanic) 86%		
Multiple or No Response 0%		
Socioeconomically Disadvantaged %		
English Learners 0%		
Students with Disabilities %		

School Facilities

Summary of Most Recent Site Inspection

<i>Narrative to be provided by LEA</i>
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Repairs Needed

<i>Narrative to be provided by LEA</i>
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Corrective Actions Taken or Planned
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<i>Narrative to be provided by LEA</i>
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Curriculum and Instructional Materials		School Finances
Core Curriculum Areas Pupils Who Lack Textbooks and Instructional Materials		Level Expenditures Per Pupil (Unrestricted Sources Only)
Reading/Language Arts 0%		School Site \$
Mathematics 0%		District \$
Science 0%		State \$
History-Social Science 0%		
Foreign Language 0%		
Health 0%		
Science Laboratory Equipment (grades 9-12) n/a		

each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at [HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/" http://www.cde.ca.gov/ta/ac/sa/](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. *DataQuest*, an online data tool at [HYPERLINK "http://data1.cde.ca.gov/dataquest/" http://data1.cde.ca.gov/dataquest/](http://data1.cde.ca.gov/dataquest/), contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07contact.asp"](http://www.cde.ca.gov/ta/ac/sa/def07contact.asp) **Contact Information**

This section provides the school's contact information.

School		District	
School Name	Stone Bridge School	District Name	Napa Valley Unified School District
Street	1870 Salvador Avenue	Phone Number	(707) 253-3715
City, State, Zip	Napa, CA 94558	Web Site	www.nvusd.k12.ca.us
Phone Number	(707) 252-5522	Superintendent	John Glaser
Administrator	Bill Bindewald	E-mail Address	etoscano@nvusd.k12.ca.us
E-mail Address	billb@stonebridgeschool.org	n/a	n/a

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07mission.asp"](http://www.cde.ca.gov/ta/ac/sa/def07mission.asp) **School Description and Mission Statement**

This section provides information about the school's goals and programs.

The Stone Bridge School is a community of families and teachers using Waldorf teaching methods to nourish and educate our children. 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-methods nurture a sense of wonder and delight and foster the reverence for nature and humanity inherent in the young child. The Waldorf methods 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.

In September 2000, Stone Bridge School (operating under the name, Napa Valley Charter School) became the first Waldorf Methods charter school to open in the Napa Valley providing this educational alternative for families of the immediate and surrounding communities. SBS is a nurturing, multi-sensory, nature-oriented learning environment. The stimulation of the child's imagination and creativity, as well as the development of healthy habits and strong memory skills, are high priorities. The academic program is strongly interdisciplinary, integrating drama, painting, music, drawing, and handwork into the entire curricula. This model of "education through the arts" awakens imagination and creativity, bringing vitality and wholeness to learning. A union of the arts and sciences, based on the unity of human experience, is one of the great essential themes of Waldorf methods 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 rests.

The various dominant learning styles are addressed through lessons and activities which blend cognitive, auditory, kinesthetic, visual, and tactile approaches. SBS places a high priority on our students "learning to learn" and follows a developmental orientation to the emerging skills of the child. It is our fervent hope that all children who leave SBS, take with them a love of and lifetime commitment to learning.

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07parent.asp"](http://www.cde.ca.gov/ta/ac/sa/def07parent.asp) **Opportunities for Parental Involvement**

This section provides information about opportunities for parents to become involved with school activities.

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, classroom assistance and governance are some of the places you might find our committed parents. The governance of the school is based on a successful collaboration between faculty, administration, charter council, and parent body.

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07enrlgrade.asp"](http://www.cde.ca.gov/ta/ac/sa/def07enrlgrade.asp) **Student**

[Enrollment by Grade Level](#)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	35	Grade 8	18
Grade 1	23	Ungraded Elementary	n/a
Grade 2	28	Grade 9	n/a
Grade 3	23	Grade 10	n/a
Grade 4	26	Grade 11	n/a
Grade 5	23	Grade 12	n/a
Grade 6	23	Ungraded Secondary	n/a
Grade 7	29	Total Enrollment	228

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07enrlgroup.asp"](http://www.cde.ca.gov/ta/ac/sa/def07enrlgroup.asp) [Student Enrollment by Group](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	5%	White (not Hispanic)	86%
American Indian or Alaska Native	0%	Multiple or No Response	0%
Asian	3%	Socioeconomically Disadvantaged	
Filipino	2%	English Learners	0%
Hispanic or Latino	4%	Students with Disabilities	
Pacific Islander	0%	n/a	n/a

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07sizeelem.asp"](http://www.cde.ca.gov/ta/ac/sa/def07sizeelem.asp) [Average Class Size and Class Size Distribution \(Elementary\)](#)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05	2005-06	2006-07

Avg.
Class
Size
Number of

**ClassroomsAvg.
Class
SizeNumber of
ClassroomsAvg.
Class
SizeNumber of**

Classrooms1-2021-3233+1-2021-3233+1-2021-3233+K1820
 018200182001240102801024010229110240102801032411028010
 23010428110240102601052411030010240106161102901023010**K-322230232**
 30222303-42602026020250 204-82004023050240 50

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07sizepart.asp"](http://www.cde.ca.gov/ta/ac/sa/def07sizepart.asp) **Participation in the Class Size Reduction Program**

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level		Percent of Students Participating	
		2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

II. School Climate

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07safety.asp"](http://www.cde.ca.gov/ta/ac/sa/def07safety.asp) **School Safety Plan**

This section provides information about the school's comprehensive safety plan.

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.

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07discipline.asp"](http://www.cde.ca.gov/ta/ac/sa/def07discipline.asp) **School Discipline Practices**

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Our school strives to promote a positive learning environment by ensuring that all students find a safe and supportive learning environment. Our goal is to have all students excel academically, to apply their skills in the real world, and to become successful citizens. We include parents in the education of their children. Our relationships between home and school foster a sense of ownership that enhances the overall learning environment.

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07suspend.asp"](http://www.cde.ca.gov/ta/ac/sa/def07suspend.asp) **Suspensions and Expulsions**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	Rate		School		District	
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	2	10				
Expulsions	0	0	0			

III. School Facilities

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07facilcond.asp"](http://www.cde.ca.gov/ta/ac/sa/def07facilcond.asp) **School Facility Conditions and Improvements**

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Narrative to be provided by LEA

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07facilrepair.asp"](http://www.cde.ca.gov/ta/ac/sa/def07facilrepair.asp) **School Facility Good Repair Status**

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status		Repair Needed and Action Taken or Planned	
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/ Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			

Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

HYPERLINK "<http://www.cde.ca.gov/ta/ac/sa/def07facilrepair.asp>" **Overall, Summary of School Facility Good Repair Status**

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition		
	Exemplary	Good	Fair
Overall Summary	X		

IV. Teachers

HYPERLINK "<http://www.cde.ca.gov/ta/ac/sa/def07teacred.asp>" **Teacher Credentials**

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at HYPERLINK "<http://dq.cde.ca.gov/dataquest/>".

Teachers	School		District
	2004-05	2005-06	2006-07
With Full Credential	11	15	14
Without Full Credential	2	0	0

Teaching Outside Subject Area of Competence	0	0	0	n/a
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[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07teamisass.asp"](http://www.cde.ca.gov/ta/ac/sa/def07teamisass.asp) **Teacher Misassignments and Vacant Teacher Positions**

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07nclbteach.asp"](http://www.cde.ca.gov/ta/ac/sa/def07nclbteach.asp) **Core Academic Classes Taught by No Child Left Behind Compliant Teachers**

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at [HYPERLINK "http://www.cde.ca.gov/nclb/sr/tq/"](http://www.cde.ca.gov/nclb/sr/tq/) <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07subtea.asp"](http://www.cde.ca.gov/ta/ac/sa/def07subtea.asp) **Substitute Teacher Availability**

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

All substitute teachers are hired directly by SBS and must complete all certification requirements including testing and credentials. Substitutes are always found but are limited due to the high demand and low supply in this area.

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07teaeval.asp"](http://www.cde.ca.gov/ta/ac/sa/def07teaeval.asp) **Teacher Evaluation Process**

This section provides information about the procedures and the criteria used for teacher evaluations.

Teacher evaluation is a multi-step process utilizing input from the faculty, parents and administration. A Evaluation and Placement Committee assimilates evaluation information, recommends teachers for internal placement at SBS and outlines professional development goals for the next school year where appropriate.

V. Support Staff

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07counselors.asp"](http://www.cde.ca.gov/ta/ac/sa/def07counselors.asp) **Academic Counselors and Other Support Staff**

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist		n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist		n/a
Resource Specialist (non-teaching)		n/a
Other		n/a

VI. Curriculum and Instructional Materials

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07textbook.asp"](http://www.cde.ca.gov/ta/ac/sa/def07textbook.asp) **Quality, Currency, and Availability of Textbooks and Instructional Materials**

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Instructional materials are teacher researched, prepared and presented	0%
Mathematics	Instructional materials are teacher researched, prepared and presented	0%
Science	Instructional materials are teacher researched, prepared and presented	0%
History-Social Science	Instructional materials are teacher researched, prepared and presented	0%
Foreign Language	Instructional materials are teacher researched, prepared and presented	0%
Health	Instructional materials are teacher researched, prepared and presented	0%

VII. School Finances

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07expend.asp"](http://www.cde.ca.gov/ta/ac/sa/def07expend.asp) **Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)**

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at [HYPERLINK "http://www.cde.ca.gov/ds/fd/ec/"](http://www.cde.ca.gov/ds/fd/ec/) <http://www.cde.ca.gov/ds/fd/ec/> and [HYPERLINK "http://www.cde.ca.gov/ds/fd/cs/"](http://www.cde.ca.gov/ds/fd/cs/) <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	n/a	n/a		

Percent Difference – School Site and District	n/a	n/a		
State	n/a	n/a		
Percent Difference – School Site and State	n/a	n/a		

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07services.asp"](http://www.cde.ca.gov/ta/ac/sa/def07services.asp) **Types of Services Funded**

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Narrative to be provided by LEA

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07salaries.asp"](http://www.cde.ca.gov/ta/ac/sa/def07salaries.asp) **Teacher and Administrative Salaries (Fiscal Year 2005-06)**

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at [HYPERLINK "http://www.cde.ca.gov/ds/fd/cs/"](http://www.cde.ca.gov/ds/fd/cs/)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at [HYPERLINK "http://star.cde.ca.gov" http://star.cde.ca.gov](http://star.cde.ca.gov). *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07cstall.asp" CST Results for All Students – Three-Year Comparison](http://www.cde.ca.gov/ta/ac/sa/def07cstall.asp)

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School	District	State
200520062007200520062007200520062007English-Language Arts	454839433640	Mathematics 374533373438	Science 313343362527 History-Social Science --6131372932

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07cstgroup.asp" CST Results by Student Group – Most Recent Year](http://www.cde.ca.gov/ta/ac/sa/def07cstgroup.asp)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
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	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a
White (not Hispanic)	n/a	n/a	n/a	n/a
Male	n/a	n/a	n/a	n/a

Female	n/a	n/a	n/a	n/a
Economically Disadvantaged	n/a	n/a	n/a	n/a
English Learners	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at [HYPERLINK "http://star.cde.ca.gov/"](http://star.cde.ca.gov/) <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07nrtall.asp"](http://www.cde.ca.gov/ta/ac/sa/def07nrtall.asp) **NRT Results for All Students – Three-Year Comparison**

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School	District	State
200520062007200520062007200520062007	Reading	Mathematics	

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07nrtgroup.asp"](http://www.cde.ca.gov/ta/ac/sa/def07nrtgroup.asp) **NRT Results by Student Group – Most Recent Year**

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	n/a	n/a
American Indian or Alaska Native	n/a	n/a
Asian	n/a	n/a
Filipino	n/a	n/a
Hispanic or Latino	n/a	n/a
Pacific Islander	n/a	n/a
White (not Hispanic)	n/a	n/a
Male	n/a	n/a

Female	n/a	n/a
Economically Disadvantaged	n/a	n/a
English Learners	n/a	n/a
Students with Disabilities	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07fitness.asp"](http://www.cde.ca.gov/ta/ac/sa/def07fitness.asp) California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school’s test results to the district and state levels, may be found at the CDE Web site at [HYPERLINK "http://www.cde.ca.gov/ta/tg/pf/"](http://www.cde.ca.gov/ta/tg/pf/) <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	

IX. Accountability

[Academic Performance Index](#)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at [HYPERLINK "http://www.cde.ca.gov/ta/ac/ap/"](http://www.cde.ca.gov/ta/ac/ap/) <http://www.cde.ca.gov/ta/ac/ap/>.

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07apiranks.asp"](http://www.cde.ca.gov/ta/ac/sa/def07apiranks.asp) API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide	2	4	
Similar Schools	1	1	

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07apichanges.asp"](http://www.cde.ca.gov/ta/ac/sa/def07apichanges.asp) **API Changes by Student Group – Three-Year Comparison**

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change		API Score
	2004-05	2005-06	2006-02007
All Students at the School			
African American	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a
Asian	n/a	n/a	n/a
Filipino	n/a	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a
White (not Hispanic)	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	n/a	n/a
English Learners	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07stateint.asp"](http://www.cde.ca.gov/ta/ac/sa/def07stateint.asp) **State Award and Intervention Programs**

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Narrative to be provided by LEA

[Adequate Yearly Progress](#)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

Participation rate on the state's standards-based assessments in English-language arts (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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at [HYPERLINK "http://www.cde.ca.gov/ta/ac/ay/"](http://www.cde.ca.gov/ta/ac/ay/) <http://www.cde.ca.gov/ta/ac/ay/>

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07aypall.asp"](http://www.cde.ca.gov/ta/ac/sa/def07aypall.asp) [AYP Overall and by Criteria](#)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall		
Participation Rate - English-Language Arts		
Participation Rate - Mathematics		
Percent Proficient - English-Language Arts		
Percent Proficient - Mathematics		
API		

XI. Instructional Planning and Scheduling

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07instruct.asp"](http://www.cde.ca.gov/ta/ac/sa/def07instruct.asp) [School Instruction and Leadership](#)

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

SBS is a Waldorf-methods charter school. Educating through the arts, our students are instructed in language arts, math, movement, science, history/social science, handwork, woodworking and music. Program benchmarks and their relationship to state standards are assessed by the teachers on a semi-annual and annual basis. STAR tests are administered by the guidelines set by the State.

Leadership is a collaborative effort. All teachers assume extra responsibilities and serve as liaisons to the various parent committees, the Charter Council and the Parent Council.

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07profdev.asp"](http://www.cde.ca.gov/ta/ac/sa/def07profdev.asp) [Professional Development](#)

This section provides information about the program for training the school's

teachers and other professional staff.

At SBS, professional development is overseen by an administrative committee that holds professional development as its primary role. Its members consist of an administrator and three teachers, all voting members. This committee is responsible for individual as well as school-wide development. Teachers at SBS expand their knowledge and expertise through weekly staff meetings, pre-and in-service trainings, as well as courses which furthers their understanding of the Waldorf curriculum. Peer and master teacher mentoring are also available and utilized.

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07instmin.asp"](http://www.cde.ca.gov/ta/ac/sa/def07instmin.asp) **Instructional Minutes**

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000

[HYPERLINK "http://www.cde.ca.gov/ta/ac/sa/def07mindays.asp"](http://www.cde.ca.gov/ta/ac/sa/def07mindays.asp) **Minimum Days in School Year**

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Our students attended school on a shortened day schedule in the following grades, for the accompanying reasons:
First Grade – ____ days, includes shortened days for smooth transition to the first grade from Kindergarten, festivals, assemblies, parent-teacher conferences and teacher in-service days.
Second & Third Grades – ____ days, includes shortened days for school-related activities, festivals, assemblies, parent-teacher conferences and teacher in-service days.
Fourth – Eighth Grades - ____ days, includes shortened days for festivals, assemblies, parent-teacher conferences and teacher in-service days.

To be provided by LEA

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