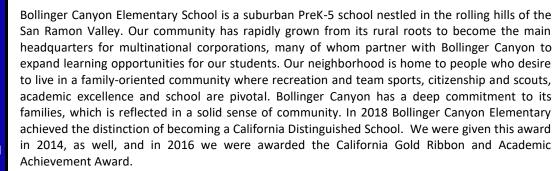# Bollinger Canyon Elementary School

2300 Talavera Dr. • San Ramon, CA 94583 • (925) 242-3200 • Grades P-5
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

San Ramon Valley Unified School District
699 Old Orchard Dr.
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Greg Marvel, Board Clerk

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**Assistant Superintendent,
Facilities & Operations**

Principal's Message and Mission Statement

Bollinger Canyon Elementary School is a suburban PreK-5 school nestled in the rolling hills of the San Ramon Valley. Our community has rapidly grown from its rural roots to become the main headquarters for multinational corporations, many of whom partner with Bollinger Canyon to expand learning opportunities for our students. Our neighborhood is home to people who desire to live in a family-oriented community where recreation and team sports, citizenship and scouts, academic excellence and school are pivotal. Bollinger Canyon has a deep commitment to its families, which is reflected in a solid sense of community. In 2018 Bollinger Canyon Elementary achieved the distinction of becoming a California Distinguished School. We were given this award in 2014, as well, and in 2016 we were awarded the California Gold Ribbon and Academic Achievement Award.

Our Mission is to provide a safe and effective learning environment where academic excellence and individual differences are valued and encouraged. Our motto is "Enhancing a Successful Learning Environment through CARE – Collaboration, Achievement, Respect, and Enthusiasm". It is our goal to promote collaboration between staff, parents, and students to achieve personal and academic excellence nurtured by a sense of teamwork, respect and trust. Teachers, students, parents, and staff understand the need for all members of our school community to feel encouraged, valued, and admired. There is a fervent desire to provide a learning environment that is conducive to developing the unique intellectual, social, physical and emotional potential of each child. Teachers and parents have a clear understanding of the school's academic targets from kindergarten through 5th grade. Our teachers are professional and require rigor and stamina in their classrooms. They believe that high expectations are the right of every child and not negotiable.

Bollinger Canyon Elementary is making great strides towards supporting 21st Century Learners and adopting California State Standards. You will see evidence of higher level thinking taking place in all classrooms in the area of math and English language arts. Technology is incorporated throughout the school through the use of Chrome Books, iPads and our computer lab. Our teachers also regularly embrace STEAM activities and we have plans to turn an old computer lab into a Maker's Space. Our SDC classes utilize iPads and Smart Boards to enhance the language acquisition goals of those students. All classrooms are equipped with document cameras and LCD projectors.

One very unique program in our school is our Intensive SDC program, consisting of children from pre-school to grade 5 with severe cognitive and behavioral challenges on the autistic spectrum. General education students receive empathy and disability awareness training that help them to engage positively and socially with this special group of students while on campus, at lunch and on the playground. This empathy awareness carries through into the general education classes and clearly has an impact on closing the Achievement Gap for our SDC students. Each grade level participates in monthly activities with their SDC peers and our SDC students in grades 2 - 5 participate in a weekly Special Buddy program led by one of our science specialists. We have seen real friendships grow from this amazing program.

In the 2016-2017 school year, Bollinger Canyon implemented Positive Behavior Intervention Systems (PBIS). This program is a research based school wide behavioral support program that implements positive behavioral expectations and acknowledgement of those appropriate behaviors. For the 2018-2019 school year, Bollinger is continuing with their own "Pawsitive Support System," PBS, maintaining the school-wide rules and expectations incorporated last year and implementing revised ways of recognizing positive student behavior and beginning to explore more systematic means of Tier 2 types of interventions. All students know that the three rules of Bollinger Canyon are to be Safe, Respectful, and Responsible. From the moment you step onto the Bollinger Canyon campus you will truly sense the strength of community. We value education and keep a focus on supporting the whole child through our commitment and dedication towards creating a safe and effective learning environment for all children.

Christine Offerman
(cofferman@srvusd.net)

About the SARC

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 and 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	67
Grade 1	79
Grade 2	96
Grade 3	93
Grade 4	111
Grade 5	99
Total Enrollment	545

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.3
American Indian or Alaska Native	0.6
Asian	38.5
Filipino	4.2
Hispanic or Latino	11.0
Native Hawaiian or Pacific Islander	0.6
White	33.4
Socioeconomically Disadvantaged	6.8
English Learners	10.1
Students with Disabilities	16.3
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (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			
Bollinger Canyon Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	37	32	27
Without Full Credential	0	2	3
Teaching Outside Subject Area of Competence	1	1	0
San Ramon Valley Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	1525
Without Full Credential	♦	♦	56
Teaching Outside Subject Area of Competence	♦	♦	18

Teacher Misassignments and Vacant Teacher Positions at this School			
Bollinger Canyon Elementary	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*   Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state of California. SRVUSD adopted English/Language Arts programs for grades K-5 in 2015; for History/Social Science, grades K-12, in 2007; Science for grades K-12 in 2008, and Mathematics for K-12 in 2016.

Each time textbooks are adopted, professional development is offered on units of study and strategies in using the materials. All textbooks and materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Teachers have frequent professional development opportunities to support instruction throughout the year. The textbook and instructional materials lists can be found on our district website at www.srvusd.net. Go to District>Curriculum Standards>Textbooks and Instructional Materials. The following table displays the standards-aligned textbooks and other instructional materials used at the school. Science will be the next subject up for adoption, currently scheduled for spring/summer 2019. History-Social Science materials are on track to be adopted the following year.

Textbooks and Instructional Materials Year and month in which data were collected: October 4, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	N2Y.com – Adopted 2015 Heinemann, Reading and Writing Units of Study - Adopted 2015 Phonics Lessons, Wilson Fundations, Words Their Way, Word Study Lessons – Adopted 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Great Minds, Eureka Math/EngageNY – Adopted 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	MacMillan/McGraw Hill - Adopted 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Pearson Scott Foresman - Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Bollinger Canyon Elementary currently has 28 classrooms which house 23 general education classes, a Center for Early Intervention for Autistic children, two SDC pre-school classrooms, and four K-5 SDC classrooms. In addition to the basic classrooms, there is a library-media center, a large multi-purpose room used by both the school and the community, a music classroom on the stage, and a science lab and two state of the art computer labs. The City of San Ramon works in partnership with the San Ramon Valley Unified School District to share the Bollinger Canyon Park and field. Kid's Country provides for before and after school day care and works closely with Bollinger Canyon staff, administration and parents to provide year round day care on the school premises. The adjacent park underwent remodeling and opened in the spring of 2007 for the use of Bollinger Canyon students and community.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2019		
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	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students 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

	2017-18 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	82.0	84.0	81.0	82.0	48.0	50.0
Math	80.0	84.0	77.0	77.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

	CAASPP Test Results in Science for All Students					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	**2017-18 Percent of Students Meeting Fitness Standards**		
	4 of 6	**5 of 6**	**6 of 6**
5	19.4	37.8	24.5

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	291	290	99.66	84.48
Male	142	142	100.00	80.99
Female	149	148	99.33	87.84
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	110	110	100.00	89.09
Filipino	--	--	--	--
Hispanic or Latino	41	41	100.00	70.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	92	91	98.91	85.71
Two or More Races	33	33	100.00	81.82
Socioeconomically Disadvantaged	23	23	100.00	60.87
English Learners	39	39	100.00	61.54
Students with Disabilities	40	40	100.00	60.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	294	290	98.64	84.48
Male	145	142	97.93	85.21
Female	149	148	99.33	83.78
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	110	110	100	93.64
Filipino	--	--	--	--
Hispanic or Latino	41	41	100	70.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	93	91	97.85	82.42
Two or More Races	34	33	97.06	81.82
Socioeconomically Disadvantaged	24	23	95.83	60.87
English Learners	39	39	100	69.23
Students with Disabilities	43	40	93.02	62.5

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
At Bollinger Canyon, everyone shares the responsibility for the success of our students. The community has a long tradition of high expectations, involvement, and interest in its elementary school. The culture of Bollinger Canyon is characterized by an extremely strong sense of partnership between parents, teachers, students, and community. Our active, caring community works collaboratively with Bollinger's excellent staff to provide a supportive learning environment in which all students are academically challenged and feel personal accomplishment.

The success of Bollinger's students is directly related to the high degree of parent involvement. With financial support, volunteer time, committee leadership, and professional services, parent involvement is essential to running an efficient and unique school. Parent volunteers are a valuable component of the success of Bollinger Canyon. They play active roles in our Parent-Teacher Association, School Site Council, and Bollinger Canyon Bulldog Fund. Parents make connections in the classroom, in the library, computer lab, driving on field trips, and our work room where they volunteer to make copies for teachers and use our facility to complete projects.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Bollinger Canyon Elementary at (925) 242-3200. Please check out the school web site at http://bces-srvusd-ca.schoolloop.com. All teaching, office staff and administration are reachable through email.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

•   Pupil suspension rates;

•   Pupil expulsion rates; and

•   Other local measures on the sense of safety.

School Safety Plan

Staff, students, and parents take pride in keeping the campus safe, clean and well maintained. Visitors are required to check in at the office and wear an identifying Visitor Sticker. Adults supervise the playground before school, at all recesses, lunchtime and dismissal times. We have a threat assessment team, a site safety team, and school-wide committees representing Search and Rescue, Student Supervision, First Aid, Student Release and Emergency Operations, should we have a major disaster on campus. We practice monthly fire drills and semesterly earthquake drills. We conduct lockdown and lockout drills at the beginning of the year so all students and staff know what to do should their be a threat on or off campus. We also conduct a school-wide disaster drill including pretend injured students/staff and parents who pretend to pick up their child from school so the teams mentioned above can practice their roles. Our School Safety Plan was reviewed and implemented with the school community in September 2018.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.5	0.3	0.4
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.3	1.5	1.4
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0 000
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	000 0
Library Media Services Staff (Paraprofessional)	.6
Psychologist	1
Social Worker	000
Nurse	1
Speech/Language/Hearing Specialist	2.4
Resource Specialist (non-teaching)	1.4
Other	
Average Number of Students per Staff Member	
Academic Counselor	

*   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.

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	25	14	1		5	4	3				
1	21	23	24	1			3	8	3			
2	26	22	26				4	8	3			
3	21	22	26	1	2		4	8	4			
4	22	28	27	1			3	6	4			
5	31	24	24		2		4	8	4			
Other		10	9		2	2						

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

Professional Development provided for Teachers

The San Ramon Valley Unified School District (SRVUSD) practices a comprehensive, inclusive model of professional development for all staff. Our high quality professional development program is focused on Common Core State Standards (CCSS) as well as balanced literacy and instructional strategies. In 2012-13, we established district-wide K-12 Task Forces in English language arts, mathematics, and other content areas along with targeted professional development offerings. We hold affiliation status with Columbia University Teachers College Reading and Writing Project and the Silicon Valley Math Initiative. Both organizations are highly respected and have strong ties to the development and implementation of the CCSS and professional learning offerings.

These learning experiences are supported with on-site coaching provided by a team of instructional coaches who work and train together. The coaches received certification as Common Core trainers through the Leadership and Learning Center. They provide one-to-one coaching, team and grade level coaching, whole school professional development, in addition to targeted cross-grade level, cross-discipline professional development sessions. These trainings connect to every aspect of school practice: relevant and rigorous curriculum, intentional instructional practices, formative assessment for learning, and lesson design.

In addition, every SRVUSD teacher is provided an opportunity to participate in a coach-led cohort to study instructional strategies in a small group setting. These cohorts are both semester-long and yearlong and are focused on topics that run the gamut from Interactive Lecture to Reading Workshop for Innovators to Problem Solving Strategies. There are dozens of cohorts running simultaneously.

We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project (formerly known as BTSA). Our summer intensive trainings along with on-going staff development days and release day trainings deeply align with the needs of our individual schools and our Framework for Excellence: Supporting Students and their Learning; Supporting Staff and their Work.

Under the leadership and guidance of site administrators, such communities of practices afford our staff the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every staff member helps to promote and nurture a community of learners in which the individual is enriched and the district as a whole is enhanced.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,677	$47,903
Mid-Range Teacher Salary	$75,058	$74,481
Highest Teacher Salary	$93,506	$98,269
Average Principal Salary (ES)	$128,470	$123,495
Average Principal Salary (MS)	$132,205	$129,482
Average Principal Salary (HS)	$143,795	$142,414
Superintendent Salary	$309,664	$271,429
Percent of District Budget		
Teacher Salaries	37.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6494.35	938.65	5555.71	79322.61
District	♦	♦	5,589	$74,794
State	♦	♦	$7,125	$80,764
Percent Difference: School Site/District			-0.6	5.9
Percent Difference: School Site/ State			-24.8	-1.8

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded
Gifted and Talented Education (GATE)
Instructional Materials Realignment
Teacher Credentialing Block Grant (BTSA)
Professional Development Block Grant
School and Library Improvement Program Block Grant (SIP)
Supplemental Hourly Program
NCLB: Title II Teacher Quality & Principal Training
Title III-Immigrant Education
Title III-Limited English
Lottery Instructional Materials
Special Education IDEA Grants and Preschool Grants
Special Education IDEA Pre K Staff Development
VEA (Secondary Vocational Ed.)
Personnel Staff Development
Special Education and Special Education Infant
Transportation Home/School
Transportation Special Education (if required)

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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.