



# Bollinger Canyon Elementary School

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Shawn Wells, Principal



## School Accountability Report Card

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### Principal's Message

Bollinger Canyon Elementary School is a suburban K-5 school nestled in the rolling hills of the San Ramon Valley. We serve a diverse student population of 520. The San Ramon Valley has rapidly grown from its rural roots to become the main headquarters to 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, and academic excellence and school are pivotal. Our school has a deep commitment to its families, which is reflected in a solid sense of community.

Bollinger Canyon Elementary ranks as one of the top performing schools in the district, county, and state, as evidenced by our API scores in the 900's. 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.

The 2006-2007 school year began with the opening of a completely rebuilt, modernized, school facility. A community supported bond measure funded these new facilities with a fully staffed library and media center, state of the art administrative buildings, a computer lab, and science classroom.

We begin each school year by creating a climate of caring where students feel comfortable and safe and look forward to coming to school. We celebrate the diversity of our families by respecting their uniqueness and varied backgrounds. Understanding that all students access the curriculum through multiple modalities of learning, our school places a high emphasis on the arts. Every class presents a play to the entire community and takes directed art classes with Miss Tess; some students are members of the school band. An energetic team of parents stimulate the artistic side of our students with Fine Arts Mini Experience assemblies. Our school's unique emphasis on performing arts gives academically underperforming students a chance to shine.

Parents are the final ingredient in Bollinger's success. From PTA sponsored family events to the Education Fund's emphasis on funding programs to support students in need, there is a visible bond between parents and teachers that makes us unique; we are successful because of one another. With financial support, volunteer time, committee leadership, and professional and parent involvement, we are able to provide a complete learning environment and exemplary program. Our beliefs are clear...

### Mission Statement

Bollinger Canyon is a school where children look forward to learning, teachers strive to teach and inspire, and parents love to provide support -- everyone enjoys being a part of our school community. The theme for the 2008-2009 school year is Maintaining and Enhancing a Learning Community through CARE:

Collaboration, Achievement, Respect & Enthusiasm

Shawn Wells, Principal (email swells@srvusd.net)

### School Profile

Nestled in the rolling hills above Interstate 680, Bollinger Canyon Elementary School, established in 1980, proudly serves the community of San Ramon. The surrounding community consists primarily of single-family homes, with a limited number of apartments and condominiums as well as the new development, Norris Canyon Estates. The student enrollment of 520 Pre K and K-5th graders reflects the rapid growth of Bollinger's surrounding area.

Our Mission is to provide a safe learning environment where academic excellence and individual differences are valued and encouraged. 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.

Through the efforts of home and school, we will help our students develop a love of learning and the skills necessary to become caring and responsible citizens. Our theme for the 2008-2009 school year is Maintaining and Enhancing a Learning Community through CARE:

Collaboration, Achievement, Respect & Enthusiasm

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	3.3%
American Indian	0.0%
Asian	13.5%
Caucasian	61.5%
Filipino	2.7%
Hispanic or Latino	6.2%
Pacific Islander	0.4%
Multiple or No Response	12.5%

## Discipline & Climate for Learning

Bollinger Canyon Elementary School supports the philosophy set forth in the Discipline Code and Behavior Guidelines of the San Ramon Valley Unified School District. Our purpose is to maintain a safe and healthy campus environment and a classroom climate conducive to student learning. We believe that all students are good citizens and can demonstrate responsibility, respect and school pride at all times.

The purpose of the Bollinger Canyon School Code of Conduct is to provide a consistent, systematic approach to discipline which enables the school staff to set firm, fair and consistent limits while at the same time remaining aware of the students' needs for a safe environment and positive support. Knowing what to expect helps children evaluate situations, make responsible decisions, and behave properly.

All adult personnel at Bollinger Canyon will implement this Code of Conduct after all the children have been carefully taught which behaviors are acceptable and which behaviors are not acceptable. The classroom teacher also discusses alternative choices that the child may make in resolving conflict.

### FOUR BASIC RULES

Bollinger Canyon School's Four Basic Rules are simple but important for maintaining an environment that promotes academic excellence and a safe school. Students should

1. Keep hands, feet and objects to themselves.
2. Use appropriate language and actions.
3. Respect people and property.
4. Do their best at all times.

### PROGRESSIVE DISCIPLINE PRACTICES

When a student is involved in some form of inappropriate behavior, there will be a careful review of the incident and a consequence may be assigned. If a student continues to repeat the inappropriate behavior, the severity of the consequence will increase (as described below).

The following steps will be followed by Bollinger Canyon staff:

Step 1: Warning, reinforcement of school rules and regulations, counseling, conflict management.

Step 2: Notification of parents by the teacher—further reinforcement of school rules, counseling, conflict management, possible work detail or detention.



Step 3: Notification of parents; increase in consequences; possible conference with parents; possible in-school suspension.

Step 4: Referral to principal; parent/student conference with teacher and principal; placed on behavior contract; possible suspension

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	6	8	12	118	106	1141
Suspension Rate	1.2%	1.6%	2.3%	0.5%	0.4%	4.4%
Expulsions	0	0	0	0	0	26
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. Each general education classroom receives 5 hours of paraprofessional support per week funded by the Education Fund. These paras provide 1:1 or small group instructional support, and assessment support, or other duties as requested by the classroom teacher. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
K	18	19	18	5	5	6	-	-	-	-	-	-
1	20	20	21	4	5	5	-	-	1	-	-	-
2	20	20	20	3	4	4	-	-	-	-	-	-
3	19	19	20	5	4	4	-	-	-	-	-	-
4	30	30	28	-	-	-	3	3	3	-	-	-
5	28	31	30	-	-	-	3	3	3	-	-	-
K-3	19	-	-	1	-	-	-	-	-	-	-	-

## Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

The total 2008/2009 enrollment at Bollinger Canyon Elementary was 520.

This chart illustrates the enrollment trend by grade level for the past 3 school years.

	2005-06	2006-07	2007-08
K	72	76	108
1st	80	80	78
2nd	70	79	80
3rd	85	77	79
4th	91	89	84
5th	85	93	91

## Counseling & Support Staff

It is the goal of our elementary school to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Students are supported through Rainbow and Discovery Counseling Services on site.

The table lists the support service personnel available at Bollinger Canyon Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Aides for Learning Handicapped	3	
Aides for Severely Handicapped	12	
Art Resource Teacher	1	.2
Assistant Principal	1	.2
Attendance Clerk	1	1
Band/Music Director	1	.2
Behavior Specialist	1	
Campus Monitor	3	
Certified Occupational Therapist	1	1
Computer Technician	1	
Counselor Intern	1	
Health Clerk	1	
Instructional Paraeducator	7	
Intervention Specialist	1	1.0
Library Media Assistant	1	0.76
Nurse	1	0.2
Psychologist	1	0.5
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
SIP Instructional Assistant	1	1
Speech/Language/Hearing Specialist	4	As Needed

## Curriculum Development

In addition to their regular classroom assignments, many teachers participate on committees at the school site and district levels. Teachers participate as mentor teachers, on special task force committees, and as workshop presenters. Bollinger staff members are leaders and innovators. They preside over district and state organizations in technology, language arts, physical education, and character development. Our staff is committed to continuous professional growth, continually attending seminars and classes to increase our effectiveness.



## School Facilities

Bollinger Canyon School has undergone a complete transformation in facilities. It currently has 28 classrooms which house 20 general education classes, a Center for Early Intervention for Autistic children, and two SDC pre-school classrooms, and a kindergarten and 1st grade SDC classroom. 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 state of the art computer lab. The City of San Ramon works in partnership with the San Ramon Valley Unified School District to share the Bollinger Canyon Park and field. A newly built Kid's Country is provided 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.

### Deferred Maintenance

For the 2007-08 school year the district spent \$1,404,716 for district-wide deferred maintenance. This represents .5% of the district's general fund budget. This school received \$7,846 in deferred maintenance funds for asphalt repairs in the trash bin area. In addition, the district targeted \$136,247 in projects at multiple sites, which included roof, paving and floor repairs, HVAC replacements and upgrades to the Energy Management Systems.

School Facility Conditions				
Date of Last Inspection: 06/19/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	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			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

## Safe School Plan

Staff and students take pride in keeping the campus safe and clean and well maintained. Visitors are asked to check in at the office. Fire and civil defense drills take place on a regular basis. Adults supervise the playground at all recesses, lunchtime and dismissal times. PTA has established a safety committee to oversee many aspects of site safety. School safety is an integral part of our Site Plan, see School Climate section.

Date of Last Review/Update: August 2008

Date Last Reviewed with Staff: August 2008

## Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2006-07. We have just completed the Science adoption in 2007-08 and are currently reviewing Math materials which will be implemented into the classroom curriculum in the fall of 2009.

For a complete list of textbooks and literature used by schools in the district, go to [http://www.srvusd.k12.ca.us/apps/pages/index.jsp?dir=100%20Chart%20of%20Textbooks&id=6&termREC\\_ID=&rn=8384091&leftDir=3&type=d&uREC\\_ID=42495](http://www.srvusd.k12.ca.us/apps/pages/index.jsp?dir=100%20Chart%20of%20Textbooks&id=6&termREC_ID=&rn=8384091&leftDir=3&type=d&uREC_ID=42495)

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Harcourt School Publishers	2002	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	Harcourt Brace	2000	Yes	0.0%

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. (The Walnut Creek Library is currently in a demolition/construction phase.)

## Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.



# California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts									Math									Science								
	2			3			4			5			2			3			4			5			5		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
<b>All Students</b>																											
School	84	81	82	69	71	72	82	89	90	81	83	87	91	93	87	86	91	88	85	94	87	84	87	84	71	70	82
District	81	81	82	76	75	73	85	88	91	84	82	86	88	86	88	90	87	88	86	87	90	84	81	84	78	78	85
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
<b>Males</b>																											
School	85	80	76	67	74	64	84	87	87	80	83	85	94	90	84	90	94	87	86	96	90	83	90	83	73	67	88
District	78	76	79	73	71	69	83	85	90	81	79	83	89	88	90	89	87	90	87	86	90	85	83	85	81	81	87
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
<b>Females</b>																											
School	83	82	86	70	68	80	81	91	93	83	84	88	89	95	88	82	88	88	84	91	84	85	84	84	70	72	77
District	86	85	85	79	78	78	87	92	92	85	84	87	87	85	86	90	88	88	85	88	90	83	79	84	74	76	83
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
<b>Asian</b>																											
School	*	100	92	85	*	85	84	93	*	73	85	94	*	100	100	100	*	92	89	100	*	80	95	100	67	75	82
District	85	86	92	83	81	84	92	91	93	90	88	88	93	92	95	95	94	95	93	93	95	96	91	95	85	84	87
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69
<b>Caucasian</b>																											
School	80	78	80	66	70	69	86	87	92	84	86	88	92	92	89	83	89	88	88	92	85	84	88	77	75	68	82
District	82	81	81	77	74	73	86	89	91	83	82	86	88	87	88	90	87	88	87	87	89	84	81	83	79	79	86
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
<b>Students with Disabilities</b>																											
School	*	*	*	27	*	*	50	58	*	*	*	*	*	*	*	73	*	*	67	83	*	*	*	*	*	*	*
District	58	57	53	49	51	57	52	58	77	52	49	55	68	73	67	71	66	74	60	64	74	61	56	60	56	60	67
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2007-08 school year, 81% of fifth, seventh and ninth grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards. For this school's percentage comparisons, see the chart and data tables.



### Percentage of Students in Healthy Fitness Zone 2007-08 Test Results

5th Grade	
<b>School</b>	
School Overall	17.4%
School (Boys)	16.7%
School (Girls)	18.2%
<b>District</b>	
District Overall	48.1%
District (Boys)	41.3%
District (Girls)	55.1%
<b>State</b>	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	8	9	10	
<b>All Students</b>				
Actual Growth	15	10	-12	923
<b>Asian</b>				
Actual Growth	-	-	-	-
<b>Caucasian</b>				
Actual Growth	23	9	-10	925

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

The San Ramon Valley Unified School District has no schools in Program Improvement.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## CAT/6 Norm Referenced Test

### % At or Above 50th Percentile

	Reading			Math		
	3	7	8	6	7	8
<b>All Students</b>						
School	73	71	73	80	85	84
District	76	74	72	88	87	87
State	37	38	38	55	56	56
<b>Males</b>						
School	63	71	62	85	94	79
<b>Females</b>						
School	82	70	83	75	78	88
<b>Asian</b>						
School	77	*	85	85	*	100
<b>Caucasian</b>						
School	74	74	76	81	88	80
<b>Students with Disabilities</b>						
School	55	*	*	64	*	*

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- 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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Bollinger Canyon Elementary had 25 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	25	24	25	1270
Without Full Credentials	2	2	3	64
Working Outside Subject	1	1	1	20

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	06-07	07-08	08-09
	Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

## Staff Development

The teachers, the Site Council, and the principal center staff development activities on students' achievement scores, and the site Single Plan for Student Achievement which are reviewed and prioritized. Workshops assist teachers in enhancing instructional methods of teaching that compliment a Standards-Based learning environment. An emphasis for staff development in the New York Reading and Writing Project is in place supporting the district three year plan to have this academically successful research based program fully implemented at all elementary schools. Funding for staff development has also been provided through the School Improvement Program (SPSA), and Gifted and Talented Education (GATE). The staff of Bollinger Canyon is committed to using their adjusted Wednesday as part of their professional planning time. During the 2007-2008 school year, Bollinger staff participated in at least 3 days of staff development.

## Substitute Teachers

Each teacher is responsible for contacting the substitute service when he/she is absent. The district has a substitute handbook, and the regular classroom teacher provides daily lesson plans. The district has made a significant effort to reduce the amount of time students are served by a substitute. At the same time, the district recognizes that there are many occasions when a substitute is necessary and has taken steps to insure an adequate pool of well-qualified substitutes is available.

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries 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 the districts 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.

Average Salary Information Teachers - Principal - Superintendent 2006-07		
	District	State
Beginning Teachers	\$41,843	\$40,721
Mid-Range Teachers	\$65,872	\$65,190
Highest Teachers	\$82,062	\$84,151
Elementary School Principals	\$110,071	\$104,476
Middle School Principals	\$120,717	\$108,527
High School Principals	\$117,071	\$119,210
Superintendent	\$210,373	\$210,769
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.1%	39.9%
Administrative Salaries	5.8%	5.5%

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$65,436
District	\$64,728
Percentage of Variation	1.09%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	0.65%



