

# School Accountability Report Card

## School Year 2001-2002

School Information		District Information	
<b>School Name</b>	Cipriani Elementary	<b>District Name</b>	Belmont-Redwood Shores Elementary
<b>Principal</b>	Maureen Kremers	<b>Superintendent</b>	Anne Campbell
<b>Street</b>	2525 Buena Vista	<b>Street</b>	2960 Hallmark Dr.
<b>City, State, Zip</b>	Belmont, CA 94002-1454	<b>City, State, Zip</b>	Belmont, CA 94002-2943
<b>Phone Number</b>	650-637-4840	<b>Phone Number</b>	650-637-4800
<b>FAX Number</b>	650-637-4839	<b>FAX Number</b>	650-637-4811
<b>Web Site</b>	<a href="http://www.belmont.k12.ca.us/main/cipriani/">www.belmont.k12.ca.us/main/cipriani/</a>	<b>Web Site</b>	<a href="http://www.belmont.k12.ca.us">www.belmont.k12.ca.us</a>
<b>Email Address</b>	<a href="mailto:mkremers@belmont.k12.ca.us">mkremers@belmont.k12.ca.us</a>	<b>Email Address</b>	<a href="mailto:acamp@belmont.k12.ca.us">acamp@belmont.k12.ca.us</a>
<b>CDS Code</b>	41-68866-6043442	<b>SARC Contact</b>	<a href="#">Marcia Harter</a> <a href="mailto:mharter@belmont.k12.ca.us">&lt;mharter@belmont.k12.ca.us&gt;</a>

### School Description and Mission Statement

#### School Description

Cipriani School, located in the City of Belmont on the peninsula south of San Francisco, is one of five elementary schools in the Belmont- Redwood Shores School District. Students are promoted to the 6th grade at Ralston Middle School, the middle school that serves our District. The Cipriani School community consists of families for whom education is a priority. The school is the hub of the community for many of these parents. Families enthusiastically support the Parent Teacher Association, School Site Council and countless volunteer activities and projects.

#### Mission Statement

Cipriani School seeks to create a safe learning environment where students, parents, and staff interact to solve problems, seek answers, and support each other in pursuit of the knowledge and insight that leads to high academic achievement and success for all students. We want Cipriani students to: - acquire a strong academic foundation; - solve problems and make decisions; - develop confidence; - work with persistence and determination; - communicate effectively; - value and learn from differences. Because we know that unique and significant contributions of individual members adds richness to the results, we believe in sharing the decisions, the responsibility, and the commitment to our vision of educational excellence among all members of our school community.

### Opportunities for Parental Involvement

<b>Contact Person Name</b>	<b>Don Rosenthal</b>	<b>Contact Person Phone Number</b>	<b>(650) 245-6086</b>
<ul style="list-style-type: none"> <li>● Adopt-a-Book Program</li> <li>● Assemblies</li> <li>● Book Fair</li> <li>● Child Safety</li> <li>● Classroom field trips</li> <li>● Classroom supplies</li> <li>● Classroom volunteers</li> <li>● Family Picnic</li> <li>● 5th grade graduation party</li> <li>● Hot Lunch Program</li> </ul>		<ul style="list-style-type: none"> <li>● Kindergarten Social</li> <li>● Mardi Gras Dance</li> <li>● Monetary gifts</li> <li>● Music for Minors</li> <li>● Non-A-Thon fund raiser</li> <li>● Parent education</li> <li>● Red Ribbon Week</li> <li>● SCRIP fund raiser</li> <li>● TV-Free Week</li> </ul>	

## I. Demographic Information

### Student Enrollment, by Grade Level

Grade Level	Enrollment
Kindergarten	47
Grade 1	41
Grade 2	40
Grade 3	55
Grade 4	37
Grade 5	57
Total	277

### Student Enrollment, by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	3	1.1	Hispanic or Latino	13	4.7
American Indian or Alaska Native	3	1.1	Pacific Islander	3	1.1
Asian-American	36	13.0	White (Not Hispanic)	187	67.5
Filipino-American	6	2.2	Other	26	9.4

## II. School Safety and Climate for Learning

### School Safety Plan

<b>Date of Last Review/Update</b>	<b>September 4, 2002</b>	<b>Date Last Discussed with Staff</b>	<b>September 11, 2002</b>
-----------------------------------	--------------------------	---------------------------------------	---------------------------

Cipriani holds regular fire and earthquake drills as well as two campus evacuation drills and a lock down drill. Visitors to the school campus are required to register in the office and wear a visitor's badge while on campus. Parent volunteers are required to wear volunteer badges.

In the event of an emergency such as earthquake, fire, power failure or any event that interrupts school, Cipriani School staff will respond as follows:

- If police or firemen require children to be relocated for safety reasons, regular announcements will be made on Bay Area radio stations and TV. A public information line will also be maintained at the District Office, (650) 637-4800. The staff and PTA will initiate a telephone tree.
- Staff requests that parents PLEASE DO NOT CALL THE SCHOOL. We must have lines open for emergency calls.
- Parents are encouraged to pick up their child and any other children for whom you are the emergency designee.
- Staff requests that when picking up children, drivers LEAVE DRIVEWAYS CLEAR FOR EMERGENCY VEHICLES.
- Each child will be released only to a parent, relative, or other persons designated on the emergency card.

## School Programs and Practices that Promote a Positive Learning Environment

The Cipriani staff believes that a quality learning environment requires developing and maintaining positive relationships with students, attending to student safety needs, and implementing an effective discipline policy.

Teachers and the administration work toward knowing each student as an individual, and model a caring, respectful attitude to others.

Teachers build a classroom environment where students can take risks and explore freely. The staff regularly monitors the campus during recess and before and after school to insure safe practices. Through the joint efforts of parents, students, and staff, an effective discipline policy establishes a setting where students can make responsible choices. When students make decisions and learn from the outcomes of their decisions, they create a self-discipline which will serve them well throughout their education and beyond into adulthood.

## Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2000	2001	2002	2000	2001	2002
<b>Suspensions (number)</b>	10	2	9	71	49	58

<b>Suspensions (rate)</b>	3.52%	.71%	3.25%	2.86%	1.95	2.32%
<b>Expulsions (number)</b>	0	0	0	0	2	0
<b>Expulsions (rate)</b>	0%	0%	0%	0%	.08%	0%

## School Facilities

Cipriani School has 15 classrooms: 13 classrooms are used for regular instruction. Two are used for small group instruction including Resource Specialist Program, English Language Development (ELL), Speech and Language Instruction, and Miller-Unruh Reading Specialist.

A portable and an additional room within the school have been made available for child care services provided by a nonprofit agency. Before and after school care includes supervision for students in K-5 five days per week. In addition, full day care is available for participating students on non-student days as well as some holidays.

In September 1998 every teacher in the District received a computer for both instruction and classroom management. Every staff member received mandated technology training. Every staff member was provided a telephone number and voice mailbox.

## III. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	41	35	---	55	51	---	32	32
3	---	33	50	---	45	55	---	30	34
4	---	54	59	---	59	63	---	33	36

5	---	42	49	---	48	53	---	28	31
6	---			---	58	52	---	31	30
7	---			---	64	60	---	32	33
8	---			---	57	66	---	32	32

### CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	---	34	---	---	60	---	---	43
3	---	---	40	---	---	60	---	---	38
4	---	---	62	---	---	62	---	---	37
5	---	---	56	---	---	51	---	---	29
6	---	---		---	---	43	---	---	32
7	---	---		---	---	51	---	---	29
8	---	---		---	---	41	---	---	26

### CST - Subgroups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	38	31		35		35	
3	36	67		51		53	
4	41	75		59		61	
5	36	67		49		49	

### CST - Subgroups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	38	27		34		35	
3	45	33		38		41	
4	44	76		62		63	
5	58	54		56		56	

### CST - Racial/Ethnic Groups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2			40				37	
3			67				58	
4			100				65	
5			25				50	

### CST - Racial/Ethnic Groups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2			80				31	
3			67				44	
4			100				64	
5			88				50	

### Stanford 9 (SAT 9)

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	61	73	63	70	72	75	49	51	53
3	78	59	75	71	67	74	44	46	47
4	66	70	74	72	71	78	45	47	49
5	73	68	81	78	72	73	44	45	46
6				79	79	77	46	47	48
7				75	81	76	46	48	48
8				79	76	79	49	50	49

### SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	61	66	54	72	73	70	57	58	62

3	74	67	71	75	76	76	56	59	62
4	69	76	77	73	77	82	51	54	58
5	76	66	81	73	75	79	50	54	57
6				79	80	71	55	57	60
7				73	72	75	48	50	52
8				82	72	70	48	49	50

### SAT 9 - Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	60	69		63		63	
3	67	83		76		76	
4	56	90		74		74	
5	79	83		81		81	

### SAT 9 - Subgroups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	58	47		54		54	
3	74	67		70		72	
4	67	86		77		77	
5	79	83		81		81	

### SAT 9 - Racial/Ethnic Groups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2							64	
3							83	
4							79	
5							75	

### SAT 9 - Racial/Ethnic Groups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2							52	
3							74	
4							88	
5							75	

## Local Assessment

Percentage of students meeting or exceeding the district standard

Grade Level	Reading			Writing			Mathematics		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
K									
1									
2	61	73	63				61	66	54
3	78	59	75				74	67	71
4	66	70	74	95	75	75	69	76	71
5	73	68	81				76	66	81

## California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	44.6	54.2	38.7	29.3	29.7	29.0	22.2	23.4	21.5
7				47.6	55.1	39.3	25.9	27.3	25.0
9							22.7	21.0	24.6

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

**Subgroup APIs and Targets:** In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must

also meet its target for the school to be identified as having met its target.

**Percentage Tested:** In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

**Statewide Rank:** Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at <http://api.cde.ca.gov> or by speaking with the school principal

## School Wide API

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
<b>Percentage Tested</b>	96	100	100	<b>Percentage Tested</b>	100	100	100
<b>API Base Score</b>	766	777	761	<b>API Growth Score</b>	777	762	784
<b>Growth Target</b>	2	1	2	<b>Actual Growth</b>	11	-15	23
<b>Statewide Rank</b>	9	8	7				
<b>Similar Schools Rank</b>	1	1	1				

## API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
<b>African-American</b>				<b>African-American</b>			
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Asian-American</b>				<b>Asian-American</b>			
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Filipino-American</b>				<b>Filipino-American</b>			
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			

<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
<b>API Base Score</b>	761	778	765	<b>API Growth Score</b>	778	765	793
<b>Growth Target</b>	2	1	2	<b>Actual Growth</b>	17	-13	28

### API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			

### API-Based Awards and Intervention Programs

California program data are based on API growth data from the previous academic year.

\*\*\*The II/USP Program was not funded for the year 2002.

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
<b>Eligible for Governor's Performance Award</b>	YES	NO	YES	<b>Recognition for Achievement (Title 1)</b>			
<b>Eligible for II/USP</b>	NO	NO	***	<b>Identified for Program Improvement (Title 1)</b>			
<b>Applied for II/USP \$</b>	NO	NO	***	<b>Exited Title 1 Program Improvement</b>			
<b>Received II/USP \$</b>	NO	NO	***				

## IV. School Completion (Secondary Schools)

**This section is not applicable: Cipriani is an Elementary School.**

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students, by grade level, as reported by CBEDS.

Grade	2000				2001				2002			
	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+
<b>K</b>	19.00	2			20.00	2			19.50	2		

1	18.67	3			17.50	2			19.00	1		
2	19.00	2			20.00	2			20.00	1		
3	19.67	3			20.00	1			19.00	2		
4	28.00		1		23.50		2		27.00		3	
5	23.00		1									
6												
K-3					20.00	2			20.00	3		
3-4	19.00	19							20.00	1		
4-8	22.00		1		28.00		2		27.00		3	
Other												

## Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area, as reported by CBEDS.

**Section not applicable for an elementary school.**

## Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Grade Level	Percentage of Pupils Participating		
	2000	2001	2002
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## VI. Teacher and Staff Information

### Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2000	2001	2002
<b>Total Number of Teachers</b>	16	14	16
<b>Full Credential</b> (full credential and teaching in subject area)	16	13	14
<b>Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			

<b>Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns and Emergency Permits)		1	2
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)			

## Teacher Evaluations

Formal evaluations are done at least once each year for new probationary staff and every other year for tenured staff. Formal evaluations include an initial conference with the administrator, observations of the teacher in the classroom, and a final evaluation conference. Progress towards meeting District standards for teaching is monitored by both the teacher and the principal.

## Substitute Teachers

Substitutes used by Cipriani School have passed a qualifying examination administered by the State of California. When a teacher is absent from class, a qualified substitute teacher teaches the class. If a substitute is not available, the class is taught by a credentialed district administrator or a teacher without a regular class assignment. Last year, teachers averaged about 1 day of absence per month. This included illness, in-service training, and other leaves.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

The regular school staff consists of thirteen full-time classroom teachers, one school secretary, one library media specialist, two custodians, and one principal.

Psychologist	.33
Resource Specialist (non-teaching)	1
Speech & Language Specialist	.5

## VII. Curriculum and Instruction

### School Instruction and Leadership

## **Course of Study**

The curriculum - what we teach - is rigorous and incorporates District and State guidelines into all academic subjects. The curriculum areas taught include:

- English/Language Arts
- Mathematics
- Science
- History/Social Science
- Visual and Performing Arts
- Physical Education and Health

## **Instruction and Support for Special Needs**

Support for special needs of students begins with Student Study Teams who, meeting regularly, develop strategies to help students become more successful in school. They coordinate school resources and services which include:

- Referral for Special Education Assessment
- English Language Learners Program
- Family Counselor services
- Speech and Language services
- Resource Specialist services
- School Psychologist services

“Pull-out” programs for students with specialized needs have been carefully scheduled in order to provide longer blocks of time in the core classroom to ensure that students have access to the full curriculum regardless of their special needs.

The Gifted and Talented Education program (GATE) serves fourth and fifth grade students who have been referred by the teacher or parent and screened through the GATE testing program. Once students have qualified and enter the program, they meet with the GATE teacher to plan an individualized in-classroom program for one semester. The second semester Gate students worked with the GATE teacher on a pullout basis one morning a week.

## **School Site Leadership**

Leadership at Cipriani is shared among several groups of school community participants. The staff selects a leadership team from among the teachers to serve on the School Site Council and function as liaison between the Site Council and the staff. The School Site Council combines parents, teachers, other school staff members, and principal to set goals and monitor progress toward those goals.

The staff, with the principal as facilitator, leader, and coordinator, makes the teaching decisions that lead the school toward its vision.

Individual staff members provide leadership and expertise in a variety of areas. Cipriani has a mentor teacher who functions as a consultant for new teachers as well as an expert in her selected area of

mentorship. Additional staff members share their knowledge and experience with colleagues. The resulting leadership that is shared among school participants provides a rich environment for new ideas, best practices, and school effectiveness.

### **Instructional Staff Qualifications**

Teachers at Cipriani have California State teaching credentials. Some teachers also have credentials from other states and additional graduate degrees, credentials, or certificates in a variety of areas. Substitutes used by Cipriani School have passed a qualifying examination administered by the State of California. When a teacher is absent from class, a qualified substitute teacher teaches the class. If a substitute is not available, the class is taught by a credentialed district administrator or a teacher without a regular class assignment. Last year, teachers averaged about 1 day of absence per month. This included illness, in-service training, and other leaves.

### **Student/Teacher Ratio**

Primary (K - 3) classrooms have a maximum class size of 20 students. 4th through 5th grades are staffed at a ratio of 25.5 to 1. With rare exceptions, classes do not exceed 28 students in grades 4 and 5. To offset larger class size in grades 4 and 5, the School Site Council provided an art teacher to work with each 4th and 5th grade class once a week. Parent volunteers, senior citizens, and other community members may also assist students within or outside the classroom.

## **Professional Development**

Staff development activities are determined through a process which begins with the staff identifying needs that are related to the goals identified in the School Improvement Plan. District-wide needs identified through the "Futures" planning process are also incorporated into the plans for staff development. The calendar and topics for staff development conducted on non-student days are identified in the School Improvement Plan each year. Cipriani School's teachers participate in one day of staff development before the students return to school. Three additional staff development days were conducted during the school year and two non-student days were devoted to parent conferences. Each teacher also received 3 two-hour sessions of technology training after school.

During these staff development days, teachers received training in:

- a. English Language Arts
- b. Mathematics
- c. Grade Level Teaming
- d. Curriculum Planning for the Year
- e. Integrating technology into daily lesson plans
- f. Curriculum and Instructional Practices
- g. Visual and Performing Arts

Individual staff members also participated in additional off-site workshops and training according to needs outlined in the School Improvement Plan.

## Quality and Currency of Textbooks and Other Instructional Materials

### Classroom Textbooks and Materials

The District has adopted the following textbooks in accordance with State standards.

- Mathland (K-6)
- MathSteps, supplementary math text
- Harcourt Brace "Signatures" for English/Language Arts
- Houghton Mifflin for History/Social Science
- Silver Burdett Music Series
- Full Option Science System (FOSS)

The State and District provide regular classroom materials to support our program goals. Enrichment and supplemental materials are purchased through SIP funds.

The Parent Teacher Association provides funds to teachers for additional classroom needs. They also fund field trips and assemblies to enrich the curriculum for the students. Additionally, the PTA gives money directly to teachers to use for classroom enrichment.

Cipriani School has an average of one television set and VCR for every two classrooms. The school has three (3) scanners, three (3) digital cameras and one video camera. An electronic projection system is available from the District Office and from the middle school.

All classrooms have Internet access. Primary grades (K-3) have 2-4 computers per classroom. Upper grades (4-5) have 6-8 computers per classroom. The school library contains over 5474 books.

### Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	37,800	36,000
1	51,805	50,400
2	51,805	50,400
3	51,805	50,400
4	55,795	54,000
5	55,795	54,000

### Total Number of Minimum Days

The school had a minimum day each Wednesday: 36 minimum days. Also, 11 additional minimum days were for parent conferences, the last day, and other special circumstances.

## VIII. Postsecondary Preparation (Secondary Schools)

**This section is not applicable: Cipriani is an Elementary School.**

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High, and Unified) and enrollment, as defined in [Management Bulletin 02-04](#). The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	36903	34611
Mid-Range Teacher Salary	53878	53100
Highest Teacher Salary	67636	65312
Average Principal Salary (Elementary)	79390	80909
Average Principal Salary (Middle)	87335	
Average Principal Salary (High)	n/a	
Superintendent Salary	103846	109512
Percentage of Budget for Teacher Salaries	50.2	43.49
Percentage of Budget for Administrative Salaries	6.26	5.90

### Additional Compensation for Administrators

Principals' salaries are an average over all principals in the District and do include District years of service, extra for advanced degrees, and experience step increases. Superintendent's salary includes District years of service, extra for advanced degrees, and experience step increases.

### Expenditures (Fiscal Year 2000-2001)

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)

15063844

6266

6092

6360

**Types of Services Funded**

- Reg. Ed
- CSR
- Guidance
- Music
- Summer School
- Community day school
- Gov's Perf awards
- API donations
- ODE

## Special Education

- Psychologists
- County Sp Ed
- Speech
- SP Ed IDEA
- RSP, SDC & NPS
- Transportation

- Teachers
- Classified Staff
- Benefits
- Books & Supplies
- Services
- Equipment
- Health Services
- Food Services
- Title I
- Drug
- Title II
- Title VI
- Title VI (CSR)
- Dist Block Grant
- NBCT
- ELLP
- Classroom Library

- Public School Library
- Lottery Prop 20
- Tolerance Ed
- School Safety
- TUPE
- Arts Ed Partnership
- EIA
- Ed. Tech
- GATE
- Instructional Materials
- Standards Based
- Instructional Mat/Staff Buyout
- Miller Unruh
- Oracle Grant
- ACSD Grant
- SIP