

School Accountability Report Card

School Year 2001-2002

School Information		District Information	
School Name	Fox Elementary	District Name	Belmont-Redwood Shores Elementary
Principal	Chris Marchetti	Superintendent	Anne Campbell
Street	3100 St. James Road	Street	2960 Hallmark Dr.
City, State, Zip	Belmont, CA 94002-2956	City, State, Zip	Belmont, CA 94002-2943
Phone Number	650-637-4850	Phone Number	650-637-4800
FAX Number	650-637-4858	FAX Number	650-637-4811
Web Site	www.belmont.k12.ca.us/main/fox/	Web Site	www.belmont.k12.ca.us
Email Address	cmarch@belmont.k12.ca.us	Email Address	acamp@belmont.k12.ca.us
CDS Code	41-68866-6043459	SARC Contact	Marcia Harter < mharter@belmont.k12.ca.us >

School Description and Mission Statement

Fox 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 only middle school in the District. The Fox 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. Pride in Fox's distinguished school recognition was reflected from all members of the school community.

Mission and Goals

At Fox Elementary School, our goal is that all students graduate to become creative, civic-minded, independent-thinking citizens. Fox School staff and parents work together to promote student intellectual, social, and moral development by:

- Setting high academic standards, including teaching the basic skills and their application;
- Connecting disparate academic subjects through themes, projects, and other integrated teaching methods;
- Developing an aesthetic education through strong instruction in the visual and performing arts;
- Emphasizing healthy living through exercise and responsible choices;
- Helping each child develop his/her sense of self through a variety of learning experiences;
- Modeling a commitment to community through volunteering.

Fox School's academic programs and sense of community nurture Fox students and prepare them to face the joys and challenges of the future.

Opportunities for Parental Involvement

Contact Person Name	Steve Gross PTA President	Contact Person Phone Number	650-814-6391
<ul style="list-style-type: none"> ● Classroom field trips ● Music for Minors ● Computer education ● Classroom supplies ● Healthy Living Week ● 5th grade graduation party ● Hot Lunch Program ● Fox Trot ● Horticulture 		<ul style="list-style-type: none"> ● Tutoring ● Library Volunteers ● Child Safety ● Foxtravaganza Show ● Parent education ● Non-A-Thon fund raiser ● SCRIP fund raiser ● Monetary gifts ● Family Math 	

I. Demographic Information

Student Enrollment, by Grade Level

Grade Level	Enrollment
Kindergarten	48
Grade 1	50
Grade 2	55
Grade 3	56
Grade 4	56
Grade 5	56
Total	321

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	2	0.6	Hispanic or Latino	19	5.9
American Indian or Alaska Native	4	1.2	Pacific Islander	5	1.6
Asian-American	53	16.5	White (Not Hispanic)	159	49.5
Filipino-American	2	0.6	Other	77	24.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	9/5/01	Date Last Discussed with Staff	9/5/01
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Emergency Card

Parents are requested to complete an Emergency Card every year. This information is of vital importance to the school program since this information advises the school of who to contact in the event of an emergency. The card also includes who the student can be released to in case of a disaster. In addition the cards are used by the teachers and the office for attendance. It is the parent's responsibility to immediately notify the school of any changes in the data.

Safety

Safety of our students is a prime concern of parents and school personnel. Fox School is a member of the Safe Schools program which is directed by the Belmont Police Department. Fire and earthquake drills are conducted regularly throughout the school year.

If a major earthquake occurs and damage is extensive, come to school as soon as possible to pick up your child or send the person listed on the Emergency Card. Please refrain from calling school and tying up the school telephones.

If an earthquake occurs while the child is

- walking to school child continues to school
- walking home child continues home
- in neighborhood child returns home
- waiting for bus child returns home

Make certain you arrange with neighbors for an alternate home to which your child should go if you are unavailable.

Should an emergency occur, students will only be released to their parents or the adult designated on his/her Emergency Card.

Fox School PTA has provided each classroom with an Emergency Bag to help us cope with a disaster for the first 24 hours. Check with your child's classroom teacher to find out if their Emergency Bag contains all the necessary items.

School Programs and Practices that Promote a Positive Learning Environment

The school's goal is excellence for all students in learning a rich, meaning- centered thinking curriculum. High expectations are fostered for each student, and the teachers at Fox School demonstrate a commitment to finding strategies and resources to realize those expectations. All students have access to a challenging and meaningful curriculum, as well as to other school activities that promote student's intellectual, ethical, cultural, emotional, and physical growth. Staff and students recognize and respect each other's achievements, personal accomplishments, and cultural diversity. Students and staff feel safe in an orderly environment that promotes pride and facilitates learning, and that also includes a high level of congeniality among students and staff. The school publishes our discipline code to clearly communicate the importance of an orderly learning environment.

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
Suspensions (number)	1	2	2	71	49	58
Suspensions (rate)	.3%	.6%	.62%	2.86%	1.95	2.32%
Expulsions (number)	0	0	0	0	2	0
Expulsions (rate)	0%	0%	0%	0%	.08%	0%

School Facilities

Fox School has 20 classrooms: 15 classrooms are used for regular instruction, 2 for county programs, one for science, one for reading and one room is available as extra space to be used as needed. An additional instructional space is used for the Resource Specialist Program.

Fox School has approximately 1 computer per each 8 students. These computers are set up in "mini-labs" or pods for students to use. Each teacher has their own computer and printer work station. The library at Fox is automated on-line. Students have access to 4 computers in the library during recesses and lunch time.

Modular buildings have been made available for child care services provided by a private agency. Before and after school care provides supervision for students in K-5 five days per week as well as all day on district in-service days and 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	---	45	49	---	55	51	---	32	32
3	---	62	47	---	45	55	---	30	34
4	---	68	82	---	59	63	---	33	36
5	---	60	66	---	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	---	---	62	---	---	60	---	---	43
3	---	---	72	---	---	60	---	---	38
4	---	---	78	---	---	62	---	---	37
5	---	---	70	---	---	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	55	39		48	25	51	
3	40	57		47		51	
4	68	96		82		85	
5	64	68		69		67	

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	62	61		62	100	58	
3	65	83		74	0	75	
4	72	84		78	50	79	
5	67	74		72	33	73	

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			44		0		52	60
3			60		20		44	50
4			67		0		100	75
5			70		14		76	100

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			56		33		66	60
3			100		20		69	75
4			90		0		90	100
5			90		50		73	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	73	62	83	70	72	75	49	51	53
3	73	78	73	71	67	74	44	46	47
4	82	76	88	72	71	78	45	47	49
5	84	73	83	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	77	67	67	72	73	70	57	58	62
3	71	82	88	75	76	76	56	59	62
4	88	83	90	73	77	82	51	54	58
5	67	94	85	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	86	78		83		81	
3	67	79		78		76	
4	85	92		88		88	
5	73	92		86		88	

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	68	67		68		65	

3	82	96		89		90	
4	81	100		90		90	
5	81	88		88		88	

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							86	
3							70	83
4							97	
5							94	

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							69	
3							88	92
4			99				96	
5							88	

Local Assessment

Percentage of students meeting or exceeding the district standard:% Scoring At or Above 50th NPR

Grade Level	Reading			Writing			Mathematics		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
K									
1									
2	76	66	82				82	69	67
3	78	81	74				74	85	91
4	84	88	86	100	96	94	91	92	89
5	88	74	87				71	97	87

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	32.7	26.9	38.5	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
Percentage Tested	99	100	100	Percentage Tested	100	100	99
API Base Score	792	823	816	API Growth Score	823	818	855
Growth Target	1	#	A	Actual Growth	31	-5	39
Statewide Rank	9	9	9				
Similar Schools Rank	2	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
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
API Base Score	852	877	893	API Growth Score	877	902	908
Growth Target		#	A	Actual Growth	25	25	15
Filipino-American				Filipino-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	782	824	825	API Growth Score	824	825	867
Growth Target	1	#	A	Actual Growth	42	1	42

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
API Base Score				API Growth Score			
Growth Target				Actual Growth			

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
Eligible for Governor's Performance Award	YES	NO	YES	Recognition for Achievement (Title 1)			

Eligible for II/USP	NO	NO	***	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	NO	***	Exited Title 1 Program Improvement			
Received II/USP \$	NO	NO	***				

IV. School Completion (Secondary Schools)

This section is not applicable: Fox 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+
K	15.33	3			20.00	2			18.00	2		
1	22.00	2	1		20.00	2			19.00	2		
2	18.33	3			18.50	2			20.00	2		
3	18.00	3			19.00	2			18.67	3		
4	23.00		1		28.00		1		27.50		2	
5	24.00		3		26.00		1		26.50		2	
6												
K-3					19.00	3			19.00	2		
3-4	18.00	1			20.00	1						
4-8					26.00		1					
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
Total Number of Teachers	20	16	17
Full Credential (full credential and teaching in subject area)	20	16	17
Teaching Outside Subject Area (full credential but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)			
Teachers with Waivers (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 permanent 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

All substitutes used by Fox 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 2 days 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.

Title	FTE

Librarian	.80
Psychologist	.50
Speech/Language/Hearing Specialist	.50
Resource Specialist	.50

VII. Curriculum and Instruction

School Instruction and Leadership

Course of Study

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

Instruction and Support for Special Needs

“Pull-out” programs for students with specialized needs have been scheduled in order to provide an in-depth program for all students.

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

- Referral for Special Education Assessment
- English Language Learners Program
- Gifted and Talented Education (GATE) Program
- Family Counselor services
- SIP (School Improvement Program) funded para-educators
- Special Education programs
- School Psychologist services

School Site Leadership

The school’s leadership team, composed of the principal and teachers, promote quality instruction by assessing our instructional program on a regular basis. Program Improvement Activities for the school year were created by all staff after spending time assessing our needs. All areas of the curriculum are addressed. The staff worked with the California Assessment Collaborative on developing standards for assessing student progress in the Visual and Performing Arts. These activities are listed in our School-Based Coordinated Plan. Teachers participate in grade level and school committees, which design and implement strategies for improving instruction for students. Many of our teachers also participate on District committees.

Instructional Staff Qualifications

All teachers are credentialed by the State of California. All Fox teachers have completed graduate work. All substitutes used by Fox 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 2 days of absence per month. This included illness, in-service training, and other leaves.

Student/Teacher Ratio

K - 3 classrooms have a maximum class size of 20 students. 4th through 5th grades are staffed at a ratio of 27 to 1. With rare exceptions, classes do not exceed 28 students in grades 4 and 5.

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. Fox 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. Some adjusted Wednesdays are also used for staff development.

During these staff development times, teachers received training in:

- a. English Language Arts
- b. Mathematics
- c. Grade Level Teaming
- d. Curriculum Planning for the Year
- e. Physical Education
- f. Curriculum and Instructional Practices
- g. Visual and Performing Arts
- h. Technology
- i. Differentiated Instruction

Individual staff members also participated in additional workshops and training in these areas.

Quality and Currency of Textbooks and Other Instructional 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)
- Primarily Health, Health Promotion Wave, Healthy You

The State and District provide regular classroom materials to support our program goals. Enrichment and supplemental materials are purchased through SIP funds and with the help of the Parent Teacher Association. Additionally, the PTA gives money directly to teachers to use for classroom enrichment.

Fox School has an average of one television set and VCR for every three classrooms. There are 2 scanners, four video cameras, a digital camera, and an electronic projection system available for classroom projects. There is a wide variety of software, encyclopedia and reference CD ROMs at the school site, including KidPix®, HyperStudio®, Student Writing Center®, ClarisWorks®, Microsoft Works®, and Microsoft Office®.

The school library contains over 12,500 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	38,075	36,000
1	51,375	50,400
2	51,375	50,400
3	51,375	50,400
4	54,700	54,000
5	54,700	54,000

Total Number of Minimum Days

The school has a minimum day each Wednesday. These are used for staff development, staff planning, staff meetings, and conferences. Parent conferences are held twice per year. The total minimum days is 47 (36 + 11).

VIII. Postsecondary Preparation (Secondary Schools)

This section is not applicable: Fox 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