

# School Accountability Report Card Reported for School Year 2002-2003

*Published During 2003-2004*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
<b>School Name</b>	Cipriani Elementary	<b>District Name</b>	Belmont-Redwood Shores Elementary
<b>Principal</b>	Lisa Zachry (Maureen Kremers in 2002-2003)	<b>Superintendent</b>	John McIntosh (Anne Campbell in 2002-2003)
<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:lzachry@belmont.k12.ca.us">lzachry@belmont.k12.ca.us</a>	<b>Email Address</b>	<a href="mailto:jmcintosh@belmont.k12.ca.us">jmcintosh@belmont.k12.ca.us</a>
<b>CDS Code</b>	41-68866-6043442	<b>SARC Contact</b>	<a href="mailto:Marcia Harter">Marcia Harter</a> < <a href="mailto:mharter@belmont.k12.ca.us">mharter@belmont.k12.ca.us</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 add 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

Contact Person Name	Myra Gruschka	Contact Person Phone Number	(650) 591-8843
<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

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	48	Grade 9	0
Grade 1	47	Grade 10	0
Grade 2	39	Grade 11	0
Grade 3	40	Grade 12	0
Grade 4	54	Ungraded Secondary	0
Grade 5	44		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	272

### Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	1	0.4	Hispanic or Latino	24	8.8
American Indian or Alaska Native	3	1.1	Pacific Islander	6	2.2
Asian	38	14.0	White (Not Hispanic)	172	63.2
Filipino	4	1.5	Multiple or No Response	24	8.8

## II. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	September 4, 2002	Date Last Discussed with Staff	September 11, 2002
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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. All staff model a caring, respectful attitude to others. Weekly school-wide "Monday morning meetings" where individual students get recognized for birthdays, honors, and other accomplishments contribute to the positive learning environment and a strong sense of belonging.

In the classroom teachers build an 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. The school climate encourages students to make decisions and learn from the outcomes of their decisions, building a self-discipline that will serve them well throughout their education and beyond into adulthood.

### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., 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 total enrollment as reported by CBEDS 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		
	2001	2002	2003	2001	2002	2003
<b>Number of Suspensions</b>	2	9	2	49	58	61
<b>Rate of Suspensions</b>	.71%	3.25%	.74%	1.95	2.32%	2.4%
<b>Number of Expulsions</b>	0	0	0	2	0	6
<b>Rate of Expulsions</b>	0%	0%	0%	.08%	0%	.24%

### School Facilities

Cipriani School has 15 classrooms: 13 classrooms are used for regular instruction. One is used for a Science/ Computer Lab and the other is used for the Resource/Inclusion Specialist Program. There is also a small band room at the back of a gym/multi-purpose room. A portable and an additional small group instruction room within the school have been made available for childcare 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 holiday periods.

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, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

### California Standards Tests (CST)

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>English Language Arts</b>									
<b>Proficient or Advanced</b>	44	49	53	55	57	58	30	32	35
<b>Not Tested</b>	9	4	2	6	3	1	6	8	1
<b>Mathematics</b>									
<b>Proficient or Advanced</b>		48	55		53	59		31	35
<b>Not Tested</b>	---	---	---	---	---	---	---	---	---
<b>Science</b>									
<b>Proficient or Advanced</b>						0		30	27
<b>Not Tested</b>	---	---	---	---	---	---	---	---	---
<b>History/Social Science</b>									
<b>Proficient or Advanced</b>						47		28	28
<b>Not Tested</b>	---	---	---	---	---	---	---	---	---

### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
<b>English Language Arts</b>							

<b>Proficient or Advanced</b>			82		0		58
<b>Not Tested</b>			0		6		1
<b>Mathematics</b>							
<b>Proficient or Advanced</b>			95		18		56
<b>Not Tested</b>	---	---	---	---	---	---	---
<b>Science</b>							
<b>Proficient or Advanced</b>							
<b>Not Tested</b>	---	---	---	---	---	---	---
<b>History/Social Science</b>							
<b>Proficient or Advanced</b>							
<b>Not Tested</b>	---	---	---	---	---	---	---

## CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
<b>English Language Arts</b>								
<b>Proficient or Advanced</b>	45	63			53	27	56	
<b>Not Tested</b>	0	2			2	8	1	
<b>Mathematics</b>								
<b>Proficient or Advanced</b>	53	57			55	30	58	
<b>Not Tested</b>	---	---	---	---	---	---	---	---
<b>Science</b>								
<b>Proficient or Advanced</b>								
<b>Not Tested</b>	---	---	---	---	---	---	---	---
<b>History/Social Science</b>								
<b>Proficient or Advanced</b>								
<b>Not Tested</b>	---	---	---	---	---	---	---	---

## Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent 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. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	69	74	60	74	76	65	44	45	43
Mathematics	69	71	68	75	75	71	53	55	50

### NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading			77		19		67
Mathematics			95		24		72

### NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	50	73			60	32	64	
Mathematics	70	65			68	39	72	

### Local Assessment

In the 2002-2003 school year, a new norm reference test, CAT-6, was used to assess student progress. See NRT data (above) for 2002-2003 scores. Three years of data for the previously used California Standards Test is shown in the following table. Data reported are the percent of students meeting or exceeding the district standard which is scoring at or above the 50th NPR.

**CST for 2000-2002: 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 Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>. *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	18.6	19.0	18.2	34.9	42.1	29.1	23.1	24.5	21.7
7				30.9	22.0	38.6	27.2	28.9	25.5
9							24.2	22.7	25.7

## 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 percent 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 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. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). 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 eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base 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:** 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 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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

## Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>Percent Tested</b>	100	100	100	<b>Percent Tested</b>	100	100	100

<b>API Base Score</b>	777	761	777	<b>API Growth Score</b>	762	784	805
<b>Growth Target</b>	1	2	1	<b>Actual Growth</b>	-15	23	28
<b>Statewide Rank</b>	8	7	8				
<b>Similar Schools Rank</b>	1	1	1				

### API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<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</b>				<b>Asian</b>			
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Filipino</b>				<b>Filipino</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>	778	765	787	<b>API Growth Score</b>	765	793	827
<b>Growth Target</b>	1	2	1	<b>Actual Growth</b>	-13	28	40

### API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>API Base Score</b>				<b>API Growth Score</b>			884
<b>Growth Target</b>				<b>Actual Growth</b>			

### Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	0
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	0.0
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	No	Yes	Yes				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes
African American	---	---	N/A	---	---	N/A
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	Yes
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	N/A	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	Yes	---	---	Yes
Socioeconomically Disadvantaged	---	---	Yes	---	---	Yes
English Learners	---	---	N/A	---	---	N/A
Students with Disabilities	---	---	N/A	---	---	Yes

## IV. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001			2002			2003					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.00	2			19.50	2			20.50	1	1	
1	17.50	2			19.00	1			19.33	3		
2	20.00	2			20.00	1			19.50	2		
3	20.00	1			19.00	2			20.00	2		
4	23.50		2						27.00		2	
5									22.00		2	
6												
K-3	20.00	2			20.00	3			18.00	1		
3-4					20.00	1						
4-8	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 that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

## No data are available for this section

### 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. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## VI. Teacher and Staff Information

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is 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.

	2001	2002	2003
<b>Total Teachers</b>	14	16	17
<b>Teachers with Full Credential</b> (full credential and teaching in subject area)	13	14	15
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			
<b>Teachers with Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	1	2	2
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)			

### Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

*The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.*

### 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, a credentialed district administrator or a teacher without a regular class assignment teaches the class. 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 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	
Librarian	
Psychologist	.33
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1
Other	

# 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 the special needs of students begins with Student Study Teams who meeting regularly and 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
- Speech and Language services
- Resource Specialist/ Inclusion 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. Students also worked with the GATE teacher on a pullout basis once 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. 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. New teachers participate in the District's BTS/ PAR program.

### **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, a credentialed district administrator or a teacher without a regular class assignment teaches the class. 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 Single Plan for Student Achievement (SPSA). Cipriani School's teachers participate in two days of staff development before the students return to school. One additional staff development day was conducted during the school year. A shortened day every Wednesday provided additional time for district and site grade level planning, staff development, and student conferences.

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 SPSA.

## 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.

- Everyday Mathematics (K-6)
- Harcourt Brace "Signatures" for English/Language Arts
- Houghton Mifflin and McGraw-Hill 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. This year (02-03) PTA provided 20 computers to set up a computer lab.

Cipriani School has one television set and VCR for every classroom. The school has three (3) scanners, three (3) digital cameras and one video camera, and an electronic projection system. Seven classrooms have amplification systems to enhance student listening.

All classrooms, the library, and small group instruction rooms have Internet access. Primary grades (K-3) have 1-3 student computers per classroom. Upper grades (4-5) have 4-5 computers per classroom. The school library contains over 5474 books and 6 student computers. The computer lab has 20 computers and two printers.

### 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	42,560	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 school day, and other special circumstances.

## VIII. Postsecondary Preparation (Secondary Schools)

**No data are available for this section (Cipriani is an Elementary school)**

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	30267	35371
Mid-Range Teacher Salary	56030	55531
Highest Teacher Salary	68000	67900
Average Principal Salary (Elementary)	89363	83242
Average Principal Salary (Middle)	94604	
Average Principal Salary (High)		
Superintendent Salary	110863	115103
Percent of Budget for Teacher Salaries	43.64	42.96
Percent of Budget for Administrative Salaries	7.87	6.17

### Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

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)
\$16355026	\$6742	\$6444	\$6719

### Types of Services Funded (2002-2003)

<ul style="list-style-type: none"> <li>• Reg. Ed</li> <li>• CSR</li> <li>• Guidance</li> <li>• Music</li> <li>• Summer School</li> <li>• Community day school</li> <li>• Gov's Perf awards</li> <li>• API donations</li> <li>• ODE</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Classified Staff</li> <li>• Benefits</li> <li>• Books &amp; Supplies</li> <li>• Services</li> <li>• Equipment</li> <li>• Health Services</li> <li>• Food Services</li> <li>• Title I</li> <li>• Drug</li> <li>• Teacher Quality</li> <li>• Title II</li> <li>• Title III</li> <li>• Title VI</li> <li>• Title VI (CSR)</li> <li>• Dist Block Grant</li> <li>• NBCT</li> <li>• ELLP</li> <li>• Classroom Library</li> </ul>	<ul style="list-style-type: none"> <li>• Public School Library</li> <li>• Lottery Prop 20</li> <li>• Tolerance Ed</li> <li>• School Safety</li> <li>• TUPE</li> <li>• Arts Ed Partnership</li> <li>• EIA</li> <li>• Ed. Tech</li> <li>• GATE</li> <li>• Instructional Materials</li> <li>• IMFRP</li> <li>• Standards Based</li> <li>• Instructional Mat/Staff Buyout</li> <li>• Miller Unruh</li> <li>• Oracle Grant</li> <li>• ACSD Grant</li> <li>• SIP</li> </ul>
<p>Special Education</p> <ul style="list-style-type: none"> <li>• Psychologists</li> <li>• County Sp Ed</li> <li>• Speech</li> <li>• SP Ed IDEA</li> <li>• RSP, SDC &amp; NPS</li> </ul>		

- Transportation