

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	
School Name	Fox Elementary	District Name	Belmont-Redwood Shores Elementary
Principal	Chris Marchetti	Superintendent	John McIntosh (Anne Campbell in 2002-2003)
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
E-mail Address	cmarch@belmont.k12.ca.us	E-mail Address	jmcintosh@belmont.k12.ca.us
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School Description and Mission Statement

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

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	50	Grade 9	0
Grade 1	54	Grade 10	0
Grade 2	52	Grade 11	0
Grade 3	57	Grade 12	0
Grade 4	58	Ungraded Secondary	0
Grade 5	55		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	326

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	3	0.9	Hispanic or Latino	21	6.4
American Indian or Alaska Native	3	0.9	Pacific Islander	7	2.1
Asian	62	19.0	White (Not Hispanic)	180	55.2
Filipino	4	1.2	Multiple or No Response	46	14.1

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	9/5/02	Date Last Discussed with Staff	12/4/02

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

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
Number of Suspensions	2	2	3	49	58	61
Rate of Suspensions	.6%	.62%	.92%	1.95	2.32%	2.4%
Number of Expulsions	0	0	0	2	0	6
Rate of Expulsions	0%	0%	0%	.08%	0%	.24%

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, 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
English Language Arts									
Proficient or Advanced	59	60	59	55	57	58	30	32	35
Not Tested	10	9	0	6	3	1	6	8	1
Mathematics									
Proficient or Advanced		71	72		53	59		31	35
Not Tested	---	---	---	---	---	---	---	---	---
Science									
Proficient or Advanced						0		30	27
Not Tested	---	---	---	---	---	---	---	---	---
History/Social Science									
Proficient or Advanced						47		28	28
Not Tested	---	---	---	---	---	---	---	---	---

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)
English Language Arts							
Proficient or Advanced			65		33		62
Not Tested			0		0		0
Mathematics							
Proficient or Advanced			85		39		76
Not Tested	---	---	---	---	---	---	---
Science							
Proficient or Advanced							
Not Tested	---	---	---	---	---	---	---
History/Social Science							

Proficient or Advanced							
Not Tested	---	---	---	---	---	---	---

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	
English Language Arts								
Proficient or Advanced	52	68			60	21	63	
Not Tested	1	0			0	0	1	
Mathematics								
Proficient or Advanced	67	80			73	33	77	
Not Tested	---	---	---	---	---	---	---	---
Science								
Proficient or Advanced								
Not Tested	---	---	---	---	---	---	---	---
History/Social Science								
Proficient or Advanced								
Not Tested	---	---	---	---	---	---	---	---

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	72	82	65	74	76	65	44	45	43
Mathematics	80	83	76	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			80		35		66
Mathematics			90		41		80

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	60	71			65	33	68	
Mathematics	74	80			78	46	80	

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	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 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	46.3	57.7	35.7	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
Percent Tested	100	100	99	Percent Tested	100	99	100
API Base Score	823	816	861	API Growth Score	818	855	850
Growth Target	#	A	A	Actual Growth	-5	39	-11
Statewide Rank	9	9	10				
Similar Schools Rank	1	1	10				

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
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				Asian			
API Base Score	877	893	889	API Growth Score	902	908	886
Growth Target	#	A	A	Actual Growth	25	15	-3
Filipino				Filipino			
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	824	825	874	API Growth Score	825	867	859
Growth Target	#	A	A	Actual Growth	1	42	-15

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
API Base Score				API Growth Score			821
Growth Target				Actual Growth			

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	No				
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	---	---	N/A	---	---	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			18.00	2			19.33	3		
1	20.00	2			19.00	2			18.50	2		
2	18.50	2			20.00	2			19.50	2		
3	19.00	2			18.67	3			19.00	3		
4	28.00		1		27.50		2		27.00		2	
5	26.00		1		26.50		2		26.50		2	
6												
K-3	19.00	3			19.00	2			19.00	2		
3-4	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 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
Total Teachers	16	17	18
Teachers with Full Credential (full credential and teaching in subject area)	16	17	18
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with 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)			

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 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 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	
Librarian	.80
Psychologist	.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.50
Resource Specialist (non-teaching)	.50
Other	

VII. Curriculum and Instruction

School Instruction and Leadership

Course of Study

- English/Language Arts
- Mathematics
- Science
- History/Social Science
- Visual and Performing Art
- 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

Quality and Currency of Textbooks and Other Instructional Materials

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

- Everyday Math (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	43,010	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)

No data are available for this section (Fox 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	

Average Principal Salary (Middle)	94604	83242
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"> • Reg. Ed • CSR • Guidance • Music • Summer School • Community day school • Gov's Perf awards • API donations • ODE <p>Special Education</p> <ul style="list-style-type: none"> • Psychologists • County Sp Ed • Speech • SP Ed IDEA • RSP, SDC & NPS • Transportation 	<ul style="list-style-type: none"> • Teachers • Classified Staff • Benefits • Books & Supplies • Services • Equipment • Health Services • Food Services • Title I • Drug • Teacher Quality • Title II • Title III • Title VI • Title VI (CSR) • Dist Block Grant • NBCT • ELLP • Classroom Library 	<ul style="list-style-type: none"> • Public School Library • Lottery Prop 20 • Tolerance Ed • School Safety • TUPE • Arts Ed Partnership • EIA • Ed. Tech • GATE • Instructional Materials • IMFRP • Standards Based • Instructional Mat/Staff Buyout • Miller Unruh • Oracle Grant • ACSD Grant • SIP
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