

# School Accountability Report Card Reported for School Year 2003-2004

*Published During 2004-2005*

## 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 <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
<b>School Name</b>	Cipriani Elementary	<b>District Name</b>	Belmont-Redwood Shores Elementary
<b>Principal</b>	Lisa Zachry	<b>Superintendent</b>	John McIntosh
<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:Jeannie.Bosley@belmont.k12.ca.us">Jeannie Bosley</a> < <a href="mailto:jbosley@belmont.k12.ca.us">jbosley@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	40	Grade 9	0
Grade 1	40	Grade 10	0
Grade 2	37	Grade 11	0
Grade 3	40	Grade 12	0
Grade 4	36	Ungraded Secondary	0
Grade 5	51		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	244

### 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

<b>African-American</b>	0	0.0	<b>Hispanic or Latino</b>	19	7.8
<b>American Indian or Alaska Native</b>	3	1.2	<b>Pacific Islander</b>	2	0.8
<b>Asian</b>	30	12.3	<b>White (Not Hispanic)</b>	173	70.9
<b>Filipino</b>	3	1.2	<b>Multiple or No Response</b>	14	5.7

## II. School Safety and Climate for Learning

### School Safety Plan

<b>Date of Last Review/Update</b>	<b>9/10/03</b>	<b>Date Last Discussed with Staff</b>	<b>9/10/03</b>
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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		
	2002	2003	2004	2002	2003	2004
<b>Number of Suspensions</b>	9	2	3	58	61	34
<b>Rate of Suspensions</b>	3.25%	.74%	1.23%	2.32%	2.4%	1.38%
<b>Number of Expulsions</b>	0	0	0	0	6	1
<b>Rate of Expulsions</b>	0%	0%	0%	0%	.24%	.04%

## School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

**Age of Buildings:** This school has 14 classrooms, a music room, a library, a multipurpose room, and administrative offices (in 2004-2005). The main buildings were constructed in 1954, and modernized between 1994 and 2004.

**Cleaning Standards:** The District has adopted cleaning standards for each school, and a copy of these is available in the principal's office. The principal works daily with the custodial staff to develop and implement cleaning practices that ensure a clean and safe school campus.

**Maintenance and Repair:** District maintenance staff, assisted as necessary by outside contractors, keep the school in good repair. Work orders are completed in a timely manner, and tracked on a computerized system of record keeping, which also allows priority to be assigned to emergency repairs.

**Complaints and Reports of Conditions Requiring Remedy:** Each classroom contains a notice regarding the availability of complaint or report of unsafe condition forms, which can be found in the principal's office. The District uses the Uniform Complaint Process (per Board Policy) in responding to all filed complaints.

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Of the 15 classrooms at Cipriani in the 2003-2004 school year, 11 are used for regular instruction. In addition, one classroom is used for a Science Lab, one is a Computer Lab and another 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.

Every teacher uses a computer for both instruction and classroom management. Additional student computers are in every classroom and in the Computer Lab. 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) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT 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. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA 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 standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	49	53	49	57	58	57	32	35	36
Mathematics	48	55	55	53	59	60	31	35	34
Science			37		0	49	30	27	25
History-Social Science					47	49	28	28	29

#### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts			83		13		50

<b>Mathematics</b>			94		7		58
<b>Science</b>							37
<b>History-Social Science</b>							

## CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
<b>English-Language Arts</b>	50	48			51	18	54	
<b>Mathematics</b>	58	52			57	45	57	
<b>Science</b>	42	31			38		39	
<b>History-Social Science</b>								

## Norm-Referenced Test (NRT)

Reading and mathematics results from the California Schievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>Reading</b>	---	60	54	---	65	65	---	43	43
<b>Mathematics</b>	---	68	72	---	71	73	---	50	51

## 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)
<b>Reading</b>			78		7		57
<b>Mathematics</b>			94		43		75

## NRT - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
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				Yes	No	Yes	No	Services
<b>Reading</b>	50	59			56	32	58	
<b>Mathematics</b>	74	70			74	64	73	

## Local Assessment

The District is currently developing a new local assessment system. At this time, the CST and NRT data (see above) is used for program design and instructional purposes.

## 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/ta/tg/pfi/>. *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	40.5	47.4	34.8	41.3	39.4	43.0	24.8	26.7	22.9
7				50.2	53.2	47.1	29.1	31.3	27.0
9							26.3	25.3	27.2

## 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/ta/ac/ap/> or by speaking with the school principal.

## Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>Percent Tested</b>	100	100	100	<b>Percent Tested</b>	100	100	100
<b>API Base Score</b>	761	777	811	<b>API Growth Score</b>	784	805	798
<b>Growth Target</b>	2	1	A	<b>Actual Growth</b>	23	28	-13
<b>Statewide Rank</b>	7	8	8				
<b>Similar Schools Rank</b>	1	1	9				

## API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<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>	765	787	834	<b>API Growth Score</b>	793	827	801
<b>Growth Target</b>	2	1	A	<b>Actual Growth</b>	28	40	-33

## API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>API Base Score</b>			893	<b>API Growth Score</b>		884	
<b>Growth Target</b>			A	<b>Actual Growth</b>			

## State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

## Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
<b>Year Identified for Program Improvement</b>	---	---
<b>Year in Program Improvement</b>	---	---
<b>Year Exited Program Improvement</b>	---	---
<b>Number of Schools Currently in Program Improvement</b>	---	0
<b>Percent of Schools Identified for Program Improvement</b>	---	0.0

## 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. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	n/a	n/a
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	n/a	n/a	---	Yes	Yes
Filipino	---	n/a	n/a	---	n/a	n/a
Hispanic or Latino	---	n/a	n/a	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	Yes	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	Yes	n/a	---	Yes	n/a
English Learners	---	n/a	n/a	---	n/a	n/a
Students with Disabilities	---	n/a	n/a	---	Yes	Yes

## IV. School Completion (Secondary Schools)

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

## V. Class Size

### Average Class Size and Class Size Distribution

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

Grade	2002			2003			2004					
	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	19.5	2			20.5	1	1		20.0	2		
1	19.0	1			19.3	3			20.0	3		
2	20.0	1			19.5	2			18.5	2		
3	19.0	2			20.0	2			20.0	2		
4					27.0		2		28.0		1	
5					22.0		2		30.0		1	
6												

<b>K-3</b>	20.0	3			18.0	1						
<b>3-4</b>	20.0	1										
<b>4-8</b>	27.0		3						29.0		1	
<b>Other</b>												

## 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.

Subject	2002			2003			2004					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.0	1										
Mathematics												
Science												
Social Science												

## 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		
	2002	2003	2004
<b>K</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>1</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>2</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>3</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## VI. Teacher and Staff Information

### Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
<b>This School</b>	0.0	---
<b>All Schools in District</b>	---	0.0
<b>High-Poverty Schools in District</b>	---	0.0
<b>Low-Poverty Schools in District</b>	---	0.0

## Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. 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.

	2002	2003	2004
<b>Total Teachers</b>	16	17	14
<b>Teachers with Full Credential</b>	14	15	13
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	0	0	0
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	1	1	1
<b>Pre-Internship</b>	1	1	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
<b>Misassignments of Teachers of English Learners</b>	---	---	0
<b>Total Teacher Misassignments</b>	---	---	0

## Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
<b>Doctorate</b>	0.0	0.0
<b>Master's Degree plus 30 or more semester hours</b>	7.1	8.8

<b>Master's Degree</b>	35.7	17.5
<b>Bachelor's Degree plus 30 or more semester hours</b>	57.1	72.3
<b>Bachelor's Degree</b>	0.0	1.5
<b>Less than Bachelor's Degree</b>	0.0	0.0

## Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
<b>Vacant Teacher Positions</b>	---	---	0

## 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
<b>Counselor</b>	--
<b>Librarian</b>	.80
<b>Psychologist</b>	.33
<b>Social Worker</b>	--
<b>Nurse</b>	On call
<b>Speech/Language/Hearing Specialist</b>	.5
<b>Resource Specialist (pull-out services)</b>	.65
<b>Reading Support Teacher</b>	.75

## 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.

### 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 BTSA/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. Classes do not exceed 30 students in grades 4 and 5. 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 that begins with the staff identifying needs that are related to the goals identified in the Single Plan for Student Achievement (SPSA). 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. 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
- Houghton Mifflin and McGraw-Hill for History/Social Science
- Silver Burdett Music Series
- Full Option Science System (FOSS)
- Houghton Mifflin Discovery Works for Science

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 fund field trips and assemblies to enrich the curriculum for the students. The PTA also continues to provide funding for and volunteer in our computer lab, which was completed in January 2003.

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.

## Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient standards-aligned textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

Sufficient standards-aligned textbooks and other instructional materials were available for each pupil in the school.

## 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

<b>K</b>	<b>41,300</b>	36,000
<b>1</b>	<b>51,965</b>	50,400
<b>2</b>	<b>51,965</b>	50,400
<b>3</b>	<b>51,965</b>	50,400
<b>4</b>	<b>54,585</b>	54,000
<b>5</b>	<b>54,585</b>	54,000

## Total Number of Minimum Days

The school had a minimum day each Wednesday: 38 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

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

### Average Salaries (Fiscal Year 2002-2003)

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. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$31,641	\$35,949
<b>Mid-Range Teacher Salary</b>	\$58,575	\$55,680
<b>Highest Teacher Salary</b>	\$75,656	\$69,175
<b>Average Principal Salary (Elementary)</b>	\$95,995	\$85,767
<b>Average Principal Salary (Middle)</b>	\$100,389	\$88,426
<b>Average Principal Salary (High)</b>		

<b>Superintendent Salary</b>	\$125,600	\$118,606
<b>Percent of Budget for Teacher Salaries</b>	39.3	42.5
<b>Percent of Budget for Administrative Salaries</b>	7.2	5.9

## Expenditures (Fiscal Year 2002-2003)

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/ds/fd/ec/>.

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)
\$20,100,257	\$8,104	\$6,542	\$6,822

## Types of Services Funded (2003-2004)

These services were funded by the district during the 2003-2004 school year.

<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> <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> <li>• Transportation</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 III not LEA</li> <li>• Title VI</li> <li>• Title VI (CSR)</li> <li>• Dist Block Grant</li> <li>• NBCT</li> <li>• ELLP</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Library</li> <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>
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