

# 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>	Fox Elementary	<b>District Name</b>	Belmont-Redwood Shores Elementary
<b>Principal</b>	Chris Marchetti	<b>Superintendent</b>	John McIntosh
<b>Street</b>	3100 St. James Road	<b>Street</b>	2960 Hallmark Dr.
<b>City, State, Zip</b>	Belmont, CA 94002-2956	<b>City, State, Zip</b>	Belmont, CA 94002-2943
<b>Phone Number</b>	650-637-4850	<b>Phone Number</b>	650-637-4800
<b>FAX Number</b>	650-637-4858	<b>FAX Number</b>	650-637-4811
<b>Web Site</b>	<a href="http://www.belmont.k12.ca.us/main/fox/">www.belmont.k12.ca.us/main/fox/</a>	<b>Web Site</b>	<a href="http://www.belmont.k12.ca.us">www.belmont.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:cmarch@belmont.k12.ca.us">cmarch@belmont.k12.ca.us</a>	<b>E-mail Address</b>	<a href="mailto:jmcintosh@belmont.k12.ca.us">jmcintosh@belmont.k12.ca.us</a>
<b>CDS Code</b>	41-68866-6043459	<b>SARC Contact</b>	<a href="#">Jeannie Bosley</a> <a href="mailto:jbosley@belmont.k12.ca.us">&lt;jbosley@belmont.k12.ca.us &gt;</a>

**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	Contact Person Phone Number	650-591-5935
<ul style="list-style-type: none"> <li>• Classroom field trips</li> <li>• Music for Minors</li> <li>• Computer education</li> <li>• Classroom supplies</li> <li>• Healthy Living Week</li> <li>• 5th grade graduation party</li> <li>• Hot Lunch Program</li> <li>• Fox Trot</li> <li>• Horticulture</li> </ul>		<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Library Volunteers</li> <li>• Child Safety</li> <li>• Foxtravaganza Show</li> <li>• Parent education</li> <li>• Non-A-Thon fund raiser</li> <li>• SCRIP fund raiser</li> <li>• Monetary gifts</li> <li>• Family Math</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	42	Grade 9	0
Grade 1	45	Grade 10	0
Grade 2	51	Grade 11	0
Grade 3	44	Grade 12	0
Grade 4	55	Ungraded Secondary	0
Grade 5	56		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	293

## 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	4	1.4	Hispanic or Latino	18	6.1
American Indian or Alaska Native	0	0.0	Pacific Islander	2	0.7
Asian	54	18.4	White (Not Hispanic)	176	60.1
Filipino	5	1.7	Multiple or No Response	34	11.6

## II. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	10/1/03	Date Last Discussed with Staff	10/20/2003
<p><b>Emergency Card</b></p> <p>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.</p> <p><b>Safety</b></p> <p>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.</p> <p>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.</p> <p>If an earthquake occurs while the child is</p> <ul style="list-style-type: none"> <li>• walking to school ..... child continues to school</li> <li>• walking home ..... child continues home</li> <li>• in neighborhood ..... child returns home</li> <li>• waiting for bus ..... child returns home</li> </ul> <p>Make certain you arrange with neighbors for an alternate home to which your child should go if you are unavailable.</p>			

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		
	2002	2003	2004	2002	2003	2004
<b>Number of Suspensions</b>	2	3	0	58	61	34
<b>Rate of Suspensions</b>	.62%	.92%	0%	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 20 classrooms, a music room, a library, a multipurpose room, and administrative offices (in 2004-2005). The main buildings were constructed in 1964, and modernized in 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 20 classrooms at Fox, 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) 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	60	59	62	57	58	57	32	35	36
Mathematics	71	72	68	53	59	60	31	35	34
Science			57		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			76		56		57
Mathematics			85		47		64
Science			69				53
History-Social Science							

### 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	
English-Language Arts	56	71	19		62	18	68	
Mathematics	68	67	46		69	29	73	
Science	56	58			59		65	
History-Social Science								

### 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
Reading	---	64	62	---	65	65	---	43	43
Mathematics	---	76	78	---	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)
Reading			64		50		60
Mathematics			90		62		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 Services
				Yes	No	Yes	No	
Reading	56	71	31		62	29	66	
Mathematics	79	76	44		78	44	83	

### 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	36.0	40.0	33.3	41.3	39.4	43.0	24.8	26.7	22.9

<b>7</b>				50.2	53.2	47.1	29.1	31.3	27.0
<b>9</b>							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	99	100	<b>Percent Tested</b>	99	100	100
<b>API Base Score</b>	816	861	852	<b>API Growth Score</b>	855	850	833
<b>Growth Target</b>	A	A	A	<b>Actual Growth</b>	39	-11	-19
<b>Statewide Rank</b>	9	10	9				
<b>Similar Schools Rank</b>	1	10	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>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score	893	889	890	API Growth Score	908	886	912
Growth Target	A	A	A	Actual Growth	15	-3	22
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	825	874	862	API Growth Score	867	859	812
Growth Target	A	A	A	Actual Growth	42	-15	-50

### 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
API Base Score			822	API Growth Score		821	
Growth Target			A	Actual Growth			

### 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
<b>All Students</b>	---	Yes	Yes	---	Yes	Yes
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
<b>All Students</b>	---	Yes	Yes	---	Yes	Yes
<b>African American</b>	---	n/a	n/a	---	n/a	n/a
<b>American Indian or Alaska Native</b>	---	n/a	n/a	---	n/a	n/a
<b>Asian</b>	---	n/a	n/a	---	Yes	Yes
<b>Filipino</b>	---	n/a	n/a	---	n/a	n/a
<b>Hispanic or Latino</b>	---	n/a	n/a	---	Yes	Yes
<b>Pacific Islander</b>	---	n/a	n/a	---	n/a	n/a

<b>White (not Hispanic)</b>	---	Yes	Yes	---	Yes	Yes
<b>Socioeconomically Disadvantaged</b>	---	n/a	n/a	---	Yes	n/a
<b>English Learners</b>	---	n/a	n/a	---	n/a	n/a
<b>Students with Disabilities</b>	---	n/a	n/a	---	Yes	Yes

## IV. School Completion (Secondary Schools)

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

## V. Class Size

### Average Class Size and Class Size Distribution

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

Grade	2002			Avg. Class Size	2003			Avg. Class Size	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+
<b>K</b>	18.0	2			19.3	3			15.3	3				
<b>1</b>	19.0	2			18.5	2			19.5	2				
<b>2</b>	20.0	2			19.5	2			20.0	2				
<b>3</b>	18.7	3			19.0	3			19.0	2				
<b>4</b>	27.5		2		27.0		2		26.5		2			
<b>5</b>	26.5		2		26.5		2		28.5		2			
<b>6</b>														
<b>K-3</b>	19.0	2			19.0	2			19.0	2				
<b>3-4</b>														
<b>4-8</b>														
<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.

**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		
	2002	2003	2004
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## 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>	17	18	16
<b>Teachers with Full Credential</b>	17	18	16
<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)	0	0	0

<b>Pre-Internship</b>	0	0	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>	6.3	8.8
<b>Master's Degree</b>	31.3	17.5
<b>Bachelor's Degree plus 30 or more semester hours</b>	62.5	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 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
<b>Counselor</b>	
<b>Librarian</b>	.80
<b>Psychologist</b>	.40
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	.50
<b>Resource Specialist (non-teaching)</b>	1.00
<b>Other</b>	

## VII. Curriculum and Instruction

### School Instruction and Leadership

#### Course of Study

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

#### Instruction and Support for Special Needs

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

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

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

### **School Site Leadership**

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

### **Instructional Staff Qualifications**

All teachers are credentialed by the State of California . All Fox teachers have completed graduate work. All substitutes used by Fox School have passed a qualifying examination administered by the State of California . When a teacher is absent from class, a qualified substitute teacher teaches the class. If a substitute is not available, the class is taught by a credentialed district administrator or a teacher without a regular class assignment. Last year, teachers averaged about 2 days of absence per month. This included illness, in-service training, and other leaves.

### **Student/Teacher Ratio**

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

## **Professional Development**

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

During these staff development times, teachers received training in:

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

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

## **Quality and Currency of Textbooks and Other Instructional Materials**

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

- Everyday Math (K-6)
- Harcourt Brace "Signatures" for English/Language Arts
- 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.

## **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
K	41,800	36,000
1	51,965	50,400
2	51,965	50,400
3	51,965	50,400
4	54,585	54,000
5	54,585	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

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>	<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> </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</li> </ul>
<p>Special Education</p> <ul style="list-style-type: none"> <li>• Psychologists</li> </ul>		

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

- Title VI
- Title VI (CSR)
- Dist Block Grant
- NBCT
- ELLP

- Buyout
- Miller Unruh
- Oracle Grant
- ACSD Grant
- SIP