

School Accountability Report Card Reported for School Year 2004-2005

Published During 2005-2006

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template 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/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Cipriani Elementary	District Name	Belmont-Redwood Shores Elementary
Principal	Lisa Zachry	Superintendent	John McIntosh
Street	2525 Buena Vista	Street	2960 Hallmark Dr.
City, State, Zip	Belmont, CA 94002-1454	City, State, Zip	Belmont, CA 94002-2943
Phone Number	650-637-4840	Phone Number	650-637-4800
FAX Number	650-637-4839	FAX Number	650-637-4811
Web Site	www.belmont.k12.ca.us/main/cipriani/	Web Site	www.belmont.k12.ca.us
Email Address	lzachry@belmont.k12.ca.us	Email Address	jmcintosh@belmont.k12.ca.us
CDS Code	41-68866-6043442	SARC Contact	Jeannie Bosley <jbosley@belmont.k12.ca.us>

School Description and Mission Statement

Information about the school, its programs, and its goals

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

Information about the contact person for parental involvement and a description of organized opportunities for parental

involvement at the school.

Contact Person Name	Teri Delgadillo/Barbara Tallent	Contact Person Phone Number	(650) 594-9694/(650) 637-1546
<ul style="list-style-type: none"> • Adopt-a-Book Program • Art in Action • Assemblies • Book Fair • Child Safety • Classroom field trips • Classroom supplies • Classroom volunteers • Family Picnic • 5th grade graduation party 		<ul style="list-style-type: none"> • Hot Lunch Program • Kindergarten Social • Mardi Gras Dance • Monetary gifts • Music for Minors • Non-A-Thon fund raiser • Parent education • Red Ribbon Week • SCRIP fund raiser • TV-Free Week 	

II. Demographic Information

Student Enrollment -- 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	34	Grade 10	0
Grade 2	37	Grade 11	0
Grade 3	39	Grade 12	0
Grade 4	40	Ungraded Secondary	0
Grade 5	36		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	226

Student Enrollment -- Racial and Ethnic Subgroups

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

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	1	0.4	Hispanic or Latino	19	8.4
American Indian or Alaska Native	1	0.4	Pacific Islander	3	1.3
Asian	27	11.9	White (Not Hispanic)	153	67.7
Filipino	4	1.8	Multiple or No Response	18	8.0

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	10/19/05	Date Last Discussed with Staff	01/11/06
<p>Cipriani holds regular fire and earthquake drills as well as a campus evacuation drill 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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

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 resulted 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.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	2	3	5	61	34	23
Rate of Suspensions	.74%	1.23%	2.21%	2.4%	1.38%	.94%
Number of Expulsions	0	0	0	6	1	12
Rate of Expulsions	0%	0%	0%	.24%	.04%	.49%

IV. School Facilities

School Facilities -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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.

Of the 14 classrooms at Cipriani in the 2004-2005 school year, 12 are used for regular instruction. In addition, one classroom is used for a Science Lab/Computer Lab. Another is used for the Resource/Inclusion Specialist Program and Speech Therapy. 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.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)		X	Walls in library annex have water damage. Repair bids are currently being submitted.
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 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 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

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 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	53	49	59	58	57	65	35	36	40
Mathematics	55	55	67	59	60	66	35	34	38
Science		37	38	0	49	49	27	25	27
History-Social Science				47	49	48	28	29	32

CST -- Racial and Ethnic Subgroups

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

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	*	*	71	*	41	*	63
Mathematics	*	*	82	*	29	*	75
Science			*		*		43
History-Social Science							

CST -- Other Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	53	67	*	*	23	
Mathematics	70	60	*	*	50	
Science	45	29	*	*	*	
History-Social Science						

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	60	54	67	65	65	67	43	43	41
Mathematics	68	72	86	71	73	74	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

	African	American Indian or			Hispanic	Pacific	White

Subject	American	Alaska Native	Asian	Filipino	or Latino	Islander	(not Hispanic)
Reading	*		*		*		77
Mathematics	*		*		*		96

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	59	74	*		*	
Mathematics	88	84	*		*	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

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) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *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	19.4	26.7	12.5	25.0	26.4	23.6	24.5	26.7	22.3
7				56.6	68.2	48.4	28.8	30.9	26.8
9							26.7	25.8	27.5

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 API Base 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.

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 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	777	811	795	API Growth Score	805	798	840
Growth Target	1	A	1	Actual Growth	28	-13	45
Statewide Rank	8	8	8				
Similar Schools Rank	1	9	1				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
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				API Growth Score			
Growth Target				Actual Growth			
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	787	834	799	API Growth Score	827	801	858
Growth Target	1	A	1	Actual Growth	40	-33	59

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score		893		API Growth Score	884		
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.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	N/A	N/A	Yes	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	Yes	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		
Year in Program Improvement (Implementation Level)		
Year Exited Program Improvement		

Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

VI. School Completion (Secondary Schools)

Cipriani is an Elementary school. No data are available for this section

VII. 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	2003				Avg. Class Size	2004			Avg. Class Size	2005		
	Avg. Class Size	Number of Classrooms				1-20	21-32	33+		1-20	21-32	33+
		1-20	21-32	33+								
K	20.5	1	1		20.0	2			20.0	2		
1	19.3	3			20.0	3			17.0	2		
2	19.5	2			18.5	2			18.0	2		
3	20.0	2			20.0	2			19.5	2		
4	27.0		2		28.0		1		26.0		1	
5	22.0		2		30.0		1		25.0		1	
6												
K-3	18.0	1										
3-4												
4-8					29.0		1		25.0		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

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		
	2003	2004	2005
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind

(NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects 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. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100.0
All Schools in District	88.8
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	88.8

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 counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	17	14	13
Teachers with Full Credential	15	13	13
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internship)	1	1	0
Pre-Internship	1	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
Teachers with Waivers (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, including positions that involve teaching English learners, 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. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	0.0	5.9
Master's Degree	38.5	20.0
Bachelor's Degree plus 30 or more semester hours	61.5	72.6
Bachelor's Degree	0.0	1.5
Less than Bachelor's Degree	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. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for 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

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

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 equal one FTE.

Title	FTE
Counselor	--
Library Media Teacher (Librarian)	.80
Psychologist	.33
Social Worker	--
Nurse	On call
Speech/Language/Hearing Specialist	.5
Resource Specialist (pull-out services)	.75
Reading Support Teacher	.50

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

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

Information about the program for training the school's teachers and other professional staff.

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. Curriculum and Instructional Practices
- f. 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 Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school 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. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin: <i>Reading</i> 2002 – 2003
Mathematics	McGraw Hill: <i>Everyday Mathematics</i> 2002 – 2003
Science	Harcourt Brace, FOSS, Houghton Mifflin 2001 – 2002
History-Social Science	K-2 Harcourt Brace: <i>Social Studies C2000</i> 1999-2000 3-5 McGraw Hill: <i>Adventures in Time and Place</i> 1999-2000 Note: New standards based textbooks will be adopted in 2006 – 2007

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 Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) 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, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	One textbook per child

Mathematics	One textbook per child
Science	Instructional kits and shared class sets
History-Social Science	One textbook per child
Foreign Language	N/A
Health	N/A

Instructional Minutes

Data reported compare 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	41,360	36,000
1	51,850	50,400
2	51,850	50,400
3	51,850	50,400
4	54,450	54,000
5	54,450	54,000

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

The school had a minimum day each Wednesday: 33 minimum days. Also, 12 additional minimum days were for parent conferences, the last school day, and other special circumstances.

X. Postsecondary Preparation (Secondary Schools)

Cipriani is an Elementary school. No data are available for this section.

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries 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. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,508	\$36,605
Mid-Range Teacher Salary	\$62,031	\$56,479
Highest Teacher Salary	\$80,120	\$69,452
Average Principal Salary (Elementary)	\$98,579	\$86,793
Average Principal Salary (Middle)	\$104,620	\$89,269
Average Principal Salary (High)		
Superintendent Salary	\$127,200	\$122,177
Percent of Budget for Teacher Salaries	41.0	42.3
Percent of Budget for Administrative Salaries	7.4	5.9

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$17,740,635	\$7,335	\$6,643	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

<ul style="list-style-type: none"> ● Regular Education ● Class Size Reduction ● Guidance ● Music ● Summer School ● Community Day School ● Governor's Performance Awards ● API donations ● Outdoor Education ● School Force ● After School Sports ● Homework Centers ● Local Grants <p>Special Education</p> <ul style="list-style-type: none"> ● Psychologists ● County Sp Ed ● Speech ● SP Ed IDEA ● RSP, SDC & NPS ● Home to School 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 III not LEA ● Title V ● Dist Block Grant ● ELLP ● National Board Certified Teachers 	<ul style="list-style-type: none"> ● Classroom Library ● Public School Library ● Lottery Prop 20 ● Tolerance Ed ● School Safety ● Tobacco Use Preventions Education ● 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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