

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Fox Elementary School

Address: 3100 Saint James Rd. , Belmont CA 94002-2956
Principal: Chris Marchetti

Phone: (650) 637-4850
Grade Span: K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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.

Student Enrollment

Group	Enrollment
Number of students	318
African American	1.57 %
American Indian or Alaska Native	%
Asian	22.96 %
Filipino	1.26 %
Hispanic or Latino	8.49 %
Pacific Islander	1.89 %
White (not Hispanic)	53.14 %
Multiple or No Response	10.69 %
Socioeconomically Disadvantaged	2 %
English Learners	3 %
Students with Disabilities	10 %

Teachers

Indicator	Teachers
Teachers with full credential	17
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

District maintenance staff, assisted as necessary by outside contractors, keeps 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.

Repairs Needed

None

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructiona Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,763
District	\$8,709.62
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	81%
Mathematics	84%
Science	82%
History-Social Science	N/A

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	924
Statewide Rank (from 2007 API Base Report)	10
2007-08 Program Improvement Status (PI Year)	N/A

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://www.cde.ca.gov/ta/ac/sa/ap1/http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Fox Elementary	District Name	Belmont-Redwood Shores School District
Street	3100 Saint James Rd.	Phone Number	(650) 637-4800
City, State, Zip	Belmont , CA 94002-2956	Web Site	www.belmont.k12.ca.us
Phone Number	(650) 637-4850	Superintendent	Emerita Orta-Camilleri
Principal	Chris Marchetti	E-mail Address	EOrta-Camilleri@belmont.k12.ca.us
E-mail Address	CMarchetti@belmont.k12.ca.us	CDS Code	41-68866-6043459

School Description and Mission Statement

This section provides information about the school's goals and programs.

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

Fox School will provide an education in which all students will exceed the Belmont-Redwood Shores Core Curriculum standards. The staff will provide each student the opportunity to develop intellectually, socially, and morally by providing challenging academic programs and a nurturing sense of community.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

<ul style="list-style-type: none"> • Child Safety • Classroom field trips • Classroom supplies • Computer education • Family Math • 5th grade graduation party • Foxtravaganza Show • Fox Trot • Healthy Living Week 	<ul style="list-style-type: none"> • Hot Lunch Program • Horticulture • Library Volunteers • Monetary gifts • Music for Minors • Non-A-Thon fund raiser • Parent education • SCRIP fund raiser • Tutoring
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Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	52
Grade 1	62
Grade 2	46
Grade 3	51
Grade 4	57
Grade 5	50
Total Enrollment	318

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.57 %	White (not Hispanic)	53.14 %

American Indian or Alaska Native	%	Multiple or No Response	10.69 %
Asian	22.96 %	Socioeconomically Disadvantaged	2 %
Filipino	1.26 %	English Learners	3 %
Hispanic or Latino	8.49 %	Students with Disabilities	10 %
Pacific Islander	1.89 %		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	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	16.3	3			18.7	3			18.5	2		
1	19.5	2			18.0	2			19.5	2		
2	18.5	2			17.5	2			20.0	1		
3	18.3	3			20.0	2			20.0	2		
4	26.0		2		27.5		2		26.0		2	
5	27.5		2		25.5		2		25.0		2	
6												
K-3	19.0	1			18.0	2			20.0	3		
3-4												
4-8												
Other												

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

<p>Date of Last Review/Update: 9/20/2007 Date Last Discussed with Staff: 11/20/2007</p> <p>Emergency Card</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>A school safety plan is revised and adopted each year by the School Site Council. Specific procedures for evacuation of buildings, communication and disbursement of emergency supplies are outlined in an emergency handbook in the office and on the school website. Specific responsibilities are given to adults for supervision of students in a safe location when a disaster occurs. Fire drills and earthquake disaster preparedness are practiced during the school year in cooperation with the local fire and police departments. Staff and parent telephone trees and emergency supplies are updated each year.</p> <p>Emergency Procedures for Fox School</p> <p>Should an emergency situation (such as an earthquake, chemical spill, power failure, civil disaster, or any other event that interrupts regular school activity) occur while school is in session, Fox's basic response plan will be as follows:</p> <p>No student will be dismissed from school unless a parent (or individual previously designated by a parent) comes for him/her.</p> <p>No student will be allowed to leave with another person unless that particular person is listed on the student's emergency card in our files. If your child's emergency card is not up to date, please give us correct information.</p>
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We do ask your help in the following areas:

- Please DO NOT CALL THE SCHOOL We must have the lines open for emergency calls.
- As soon as possible, come to school to pick up your child and any other children for whom you are the emergency card designee.
- Park in designated parking spaces. Leave the driveway clear for emergency vehicles.
- If, at the direction of public officials (fire, police, etc.), the children have been relocated to another site for safety, an announcement will be made on Bay Area radio stations and television. A public information line will also be maintained at the District Office, (650) 637-4800, and the PTA will initiate a telephone tree.
- Be sure you have told your student to follow the directions of school personnel.
- If there is a need to evacuate, we would be at Ralston Middle School.

Emergency Procedures for Disaster

Fire Drill:

Alarm will automatically be activated in each classroom with corresponding strobe lights. All students and staff will exit rooms to outside corridors and quickly walk to the play field area in single class lines. Teacher will immediately count all students to confirm attendance and location of each student.

Earthquake:

Alarm and/or paging system will alert all students and staff to exit and convene on the play field area. Duck and cover exercise will be used in the classrooms before exit. Emergency cards will be used to exit students from the campus. Emergency provisions are available in the emergency shed on the upper playground. Ten gallons of bottled water are available for every 20 students plus a small food supply (crackers, oatmeal bars, etc.) for extended stay in an emergency situation.

Maps and telephone trees are available for exit and communication of next steps. Emergency procedures are posted on the website for parents' use. Cell phone is available in the principal's office along with emergency cards.

An emergency binder is kept in the school office. It contains maps for exit, circuit breakers and water main locations as well as emergency numbers and telephone trees.

Security Levels:

An all call for "Code 1" indicates that staff needs to be aware of an impending emergency. All students must be accounted for and return to classrooms immediately.

An all call for "Code 2" indicates a "Lockdown". All staff will immediately lock their classroom doors and account for all students. Students and teachers remain in classroom until further notice.

School Discipline Practices

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

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

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.0	0.0	0.3	1.0	4.0	4.3
Expulsions	0.0	0.0	0.0	0.5	0.1	0.04

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Age of Buildings: This school has 20 classrooms, a music room, a library, a multipurpose room, and administrative offices (in 2006-2007). 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, keeps 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 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.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			None
Mechanical Systems	X			None
Windows/Doors/Gates (interior and exterior)	X			None
Interior Surfaces (walls, floors, and ceilings)		X		None
Hazardous Materials (interior and exterior)	X			None
Structural Damage	X			None
Fire Safety	X			None
Electrical (interior and exterior)	X			None
Pest/Vermin Infestation		X		None
Drinking Fountains (inside and outside)		X		None
Restrooms		X		None
Sewer	X			None
Playground/School Grounds	X			None
Roofs		X		None
Overall Cleanliness		X		None

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	18	19	17	133
Without Full Credential	0	0	0	1

Teaching Outside Subject Area of Competence	0	0	0	5
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Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at 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/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.6	0.4
High-Poverty Schools in District		
Low-Poverty Schools in District	99.6	0.4

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Qualified substitute teachers are available when school personnel are absent. Substitute teachers are required to have a bachelors degree and pass the CBEST test.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

All certificated unit members are evaluated by the principal or immediate supervisor under the provisions of the Education Code Sections 44660, 44662, 44664 and 44664, et al.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	.675	N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	1.00	N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
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Reading/Language Arts	Houghton Mifflin: <i>Reading</i> 2002 – 2003	0%
Mathematics	McGraw Hill: <i>Everyday Mathematics</i> 2002 – 2003	0%
Science	Harcourt Brace, <i>FOSS</i> , Houghton Mifflin 2001 – 2002 Note: New standards based textbooks were adopted in 2006 - 2007 for use in 2007 – 2008: Delta Education: <i>Full Option Science System</i> for Kindergarten through 5th grade.	0%
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 were adopted in 2006 – 2007 for use in 2007 – 2008: Grades K-5, Pearson Scott Foresman: <i>Scott Foresman History/Social Science for California</i>	0%
Foreign Language	N/A	N/A
Health	Grades K-2: Wright Group: <i>Primarily Health</i> Grade 3: Healthy Promotion: <i>Wave</i> Grade 4-5: Harcourt Brace: <i>Healthy You</i> Plus materials from the American Heart Association and the National Dairy Council	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,338.27	\$575.27	\$8,763.00	\$80,516.20
District	\$9,319.43	\$609.81	\$8,709.62	\$74,678.33
Percent Difference – School Site and District	100%	94%	101%	108%
State	N/A	N/A	\$4943	\$58519
Percent Difference – School Site and State	N/A	N/A	177%	138%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

<ul style="list-style-type: none"> • Regular Education • After School Sports • API donations • Class Size Reduction • Community Day School • Governor's Performance Awards • Guidance • Homework Centers • Music • Outdoor Education 	<ul style="list-style-type: none"> • Teachers • Classified Staff • Benefits • Books & Supplies • Dist Block Grant • Drug Free/Title IV • ELLP • Equipment • Food Services • Health Services • Teacher Quality 	<ul style="list-style-type: none"> • ACSD Grant • Arts Ed Partnership • Classroom Library • EIA • Ed. Tech • GATE • Instructional Materials • Instructional Mat/Staff Buyout • IMFRP • Lottery Prop 20 • Miller Unruh
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<ul style="list-style-type: none"> • Summer School • School Force • Local Grants 	<ul style="list-style-type: none"> • Title I • Title II • Title III • Title III not LEA • Title V • Title VI • School Safety Violence Prevention • Services • National Board Certified Teachers • BTSA • Staff Development 	<ul style="list-style-type: none"> • Oracle Grant • Public School Library • School Safety • SIP • Standards Based • Tobacco Use Preventions Education • Tolerance Ed • TUPE Elementary
<p>Special Education</p> <ul style="list-style-type: none"> • Home to School Transportation • County Sp Ed • Psychologists • Speech • SP Ed IDEA • RSP, SDC & NPS 		

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34513	\$38159
Mid-Range Teacher Salary	\$63894	\$59148
Highest Teacher Salary	\$82524	\$73514
Average Principal Salary (Elementary)	\$115886	\$91903
Average Principal Salary (Middle)	\$121553	\$95855
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$159500	\$132994
Percent of Budget for Teacher Salaries	\$42.21	\$41.61
Percent of Budget for Administrative Salaries	8.14 %	5.91 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	68	77	81	65	70	73	40	42	43
Mathematics	76	84	84	66	73	72	38	40	40
Science	53	54	82	49	59	68	27	35	38
History-Social Science				48	63	65	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native				
Asian	90	95	*	
Filipino	*	*		
Hispanic or Latino	64	50	*	
Pacific Islander	*	*		
White (not Hispanic)	78	83	81	
Male	74	81	81	

Female	89	87	84	
Economically Disadvantaged	47	47	*	
English Learners	*	*	*	
Students with Disabilities	48	60	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	75	71	79	67	68	67	41	42	42
Mathematics	84	77	88	74	75	72	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian	86	*
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	77	83
Male	81	81
Female	78	93
Economically Disadvantaged	*	*
English Learners		
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Results of individual schools' Local Assessment tests given in the 2006 – 2007 school year are available by contacting the school office.

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	59.2

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	9	10	N/A
Similar Schools	7	8	N/A

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	26	59	11	924
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	39	69	-6	909
Socioeconomically Disadvantaged				
English Learners	N/A	N/A		
Students with Disabilities	N/A	N/A		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Fox participated in the Homework Center program. Twenty two students participated in the after school Homework Club. Students ranged from 1st through 5th grade. They were referred to the program because they were performing below grade level based on SAT9 scores, report cards and/or teacher observations. These students also had difficulty completing their homework assignments accurately, without assistance.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

X. School Completion and Postsecondary Preparation

Not Applicable: Fox is an Elementary School

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

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. The School Site Council comprised of parents and teachers, works together to create the vision and establish goals for the school. Monthly meetings are held to discuss curriculum and programs that benefit the learning community. This Leadership Team writes the School Improvement Plan, establishes resources for staff development, and approves school programs. All areas of the curriculum are addressed. 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

This section provides information about the program for training the school's teachers and other professional staff.

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.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	37,800	36,000
1	51,225	50,400
2	51,225	50,400
3	51,225	50,400
4	54,530	54,000
5	54,530	54,000

Minimum Days in School Year

The section provides 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 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).