

## Executive Summary School Accountability Report Card, 2010–11

### For Cipriani Elementary

<b>Address:</b>	2525 Buena Vista, Belmont, CA, 94002-1454	<b>Phone:</b>	(650) 637-4840
<b>Principal:</b>	Lisa Zachry, Principal (2011-2012) Maria Lang-Gavidia (2010-1011)	<b>Grade Span:</b>	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 information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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

**Three particular aspects distinguish Cipriani School as a highly personalized community poised for learning:**

- 1) a strong teacher community that regularly meets to assess student progress and to jointly plan the curriculum;**
- 2) active parent participation and support; and**
- 3) strong links to the local community.**

**All combine to make Cipriani a safe, friendly place to learn and excel academically and socially. Children and adults know each other by name and work together to build a stimulating, challenging program that at once reaches out to the larger world while maintaining the support and collaboration unique to a small school.**

### Student Enrollment

Group	Enrollment
<b>Number of students</b>	379
<b>Black or African American</b>	1.1%
<b>American Indian or Alaska Native</b>	0.0%
<b>Asian</b>	11.3%
<b>Filipino</b>	1.6%
<b>Hispanic or Latino</b>	10.3%
<b>Native Hawaiian or Pacific Islander</b>	1.1%
<b>White</b>	67.8%
<b>Two or More Races</b>	6.9%

<b>Socioeconomically Disadvantaged</b>	0.8%
<b>English Learners</b>	11.3%
<b>Students with Disabilities</b>	0.0%

## Teachers

<b>Indicator</b>	<b>Teachers</b>
<b>Teachers with full credential</b>	18
<b>Teachers without full credential</b>	0
<b>Teachers Teaching Outside Subject Area of Competence</b>	0
<b>Misassignments of Teachers of English Learners</b>	0
<b>Total Teacher Misassignments</b>	0

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on STAR* Program Results</b>
<b>English-Language Arts</b>	75%
<b>Mathematics</b>	80%
<b>Science</b>	85%
<b>History-Social Science</b>	N/A

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

<b>Indicator</b>	<b>Result</b>
<b>2011 Growth API Score (from 2011 Growth API Report)</b>	895
<b>Statewide Rank (from 2010 Base API Report)</b>	9
<b>Met All 2011 AYP Requirements</b>	Yes
<b>Number of AYP Criteria Met Out of the Total Number of Criteria Possible</b>	Met 9 of 9
<b>2011-12 Program Improvement Status (PI Year)</b>	N/A

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

### Summary of Most Recent Site Inspection

Regular fire and health inspections are conducted yearly. Cipriani passed its most recent health inspection in January, 2007. A fire inspection was held in Fall 2008 and recommendations were attended to.

### Repairs Needed

No repairs were needed.

### Corrective Actions Taken or Planned

N/A

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	0%
Visual and Performing Arts	N/A
Science Laboratory Equipment (grades 9-12)	N/A

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,354
District	\$6,801
State	\$5,455

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page 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.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2011–12)

School		District	
<b>School Name</b>	Cipriani Elementary	<b>District Name</b>	Belmont-Redwood Shores Elementary
<b>Street</b>	2525 Buena Vista	<b>Phone Number</b>	(650) 637-4800
<b>City, State, Zip</b>	Belmont, CA, 94002-1454	<b>Web Site</b>	www.brssd.org
<b>Phone Number</b>	(650) 637-4840	<b>Superintendent</b>	Emerita Orta-Camilleri
<b>Principal</b>	Lisa Zachry, Principal (2011-2012) Maria Lang-Gavidia, Principal	<b>E-mail Address</b>	eorta-camilleri@brssd.org

	(2010-1011)		
<b>E-mail Address</b>	lzachry@brssd.org	<b>CDS Code</b>	41688666043442

### School Description and Mission Statement (School Year 2010–11)

#### School Description

Cipriani School, located in the City of Belmont on the peninsula south of San Francisco, is one of six 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 teachers, students, and parents, 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: attain a strong academic and social foundation; become global thinkers who make responsible decisions; develop confidence; work with persistence and determination; communicate effectively; and value and learn from differences. 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 (School Year 2010–11)

<ul style="list-style-type: none"> <li>• Adopt-a-Book Program</li> <li>• Art in Action</li> <li>• Assemblies</li> <li>• Book Fair</li> <li>• Character Traits</li> <li>• Child Safety</li> <li>• Cipriani Soup e-newsletter</li> <li>• Classroom field trips</li> <li>• Classroom supplies</li> <li>• Classroom volunteers</li> <li>• Dinner Dance/Auction</li> <li>• Fall Festival</li> <li>• 5th grade graduation party</li> <li>• Healthy Kids Program</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten Socials</li> <li>• Kindergarten Coffees with the Principal</li> <li>• Library Volunteers</li> <li>• Monetary gifts</li> <li>• Music Mentors Program</li> <li>• Non-A-Thon fund raiser</li> <li>• Parent Teacher Association</li> <li>• Red Ribbon Week</li> <li>• SCRIP fund raiser</li> <li>• School Force</li> <li>• Site Beautification</li> <li>• Technology Support</li> <li>• "Give Me 5" Volunteer Program</li> </ul>
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## Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	59	Grade 8	0
Grade 1	79	Ungraded Elementary	0
Grade 2	63	Grade 9	0
Grade 3	60	Grade 10	0
Grade 4	62	Grade 11	0
Grade 5	56	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	379

## Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.1%
American Indian or Alaska Native	0.0%
Asian	11.3%
Filipino	1.6%
Hispanic or Latino	10.3%
Native Hawaiian or Pacific Islander	1.1%
White	67.8%
Two or More Races	6.9%
Socioeconomically Disadvantaged	0.8%
English Learners	11.3%
Students with Disabilities	0.0%

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.7	3			20.0	4			24.0	0	2	0
1	20.0	3			20.0	3			22.5	1	3	0
2	20.0	3			20.0	3			25.0	0	3	0
3	20.0	2			20.0	3			24.5	0	2	0
4	30.0		1		30.0		1.5		30.0	0	2	0
5	29.0		1		30.0		1.5		27.5	0	2	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

### III. School Climate

#### School Safety Plan (School Year 2010–11)

Cipriani holds monthly 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. In the event of an emergency such as earthquake, fire, power failure or any event that interrupts school, Cipriani School staff will respond as follows:

If police or firemen require children to be relocated for safety reasons, regular announcements will be made on Bay Area radio stations and TV. A public information line will also be maintained at the District Office, (650) 637-4800. The staff and PTA will initiate a telephone tree.

Staff requests that parents **PLEASE DO NOT CALL THE SCHOOL**. We must have lines open for emergency calls.

Parents are encouraged to pick up their child and any other children for whom you are the emergency designee.

Staff requests that when picking up children, drivers **LEAVE DRIVEWAYS CLEAR FOR EMERGENCY VEHICLES**.

Each child will be released only to a parent, relative, or other persons designated on the emergency card.

Our School Safety Plan is posted on our website at [cipriani.brssd.org](http://cipriani.brssd.org)

#### Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	2.01%	2.03%	0.53%	7.28%	3.27%	3.81%
Expulsions	0.00%	0.00%	0.00%	0.04%	0.09%	0.03%

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2011–12)

##### Age of Buildings:

This school has 16 classrooms, a library, a multipurpose room, and administrative offices. 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 16 classrooms at Cipriani in the 2010-2011 school year, 14 are used for regular instruction. Another is used for the Learning Center. There are two small rooms for the Speech and Language Pathologist, the School Psychologist, and the Reading Specialist. 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. The after-care program also houses a private preschool program. Every teacher uses a computer for both instruction and classroom management. Additional student computers are available, including a computer lab housed in the library. Every staff member received mandated technology training. Every staff member was provided a telephone number and voice mailbox.

**School Facility Good Repair Status (School Year 2011-12)**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
<b>Overall Rating</b>		X			

Note: Cells shaded in black do not require data.

**V. Teachers****Teacher Credentials**

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
<b>With Full Credential</b>	16	18	18	148
<b>Without Full Credential</b>	0	0	0	1
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	99%	1%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	99%	1%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	N/A	
Library Media Teacher (librarian)	.5	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0.40	

<b>Social Worker</b>	0	
<b>Nurse</b>	1.0 District	
<b>Speech/Language/Hearing Specialist</b>	1.0	
<b>Resource Specialist (non-teaching)</b>	0	
<b>Learning Center/Special Education Specialist</b>	1.0	

Note: Cells shaded in black do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<b>Reading/Language Arts</b>	Houghton Mifflin: <i>Reading</i> / 2002-2003	No	0%
<b>Mathematics</b>	McGraw Hill: <i>Everyday Mathematics</i> / 2008-2009	Yes	0%
<b>Science</b>	Delta Education: <i>Full Option Science System</i> for Kindergarten through 5th grade / 2007-2008	Yes	0%
<b>History-Social Science</b>	Grades K-5: Pearson Scott Foresman: <i>Scott Foresman History/Social Science for California</i> / 2007-2008	Yes	0%
<b>Foreign Language</b>	N/A	N/A	N/A
<b>Health</b>	Grades K-5: Children's Health Market: <i>Great Body Shop</i> / 2011-2012  Plus materials from the American Heart Association and the National Dairy Council	Yes	0%
<b>Visual and Performing Arts</b>	N/A	N/A	N/A
<b>Science Laboratory</b>			

Equipment (grades 9-12)

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7066	\$712	\$6,354	\$81,350
District			\$6,801	\$83,710
Percent Difference – School Site and District			-7% (less); 93% of District	-2.82% (less) 97.18% of District
State			\$5,455	\$65,524
Percent Difference – School Site and State			16% (more); 116% of State	24% (more); 124% of State

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010–11)

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Regular Education</li> <li>• After School Sports</li> <li>• Class Size Reduction</li> <li>• Guidance Counselor</li> <li>• Homework Centers</li> <li>• Local Grants</li> <li>• Music</li> <li>• Outdoor Education</li> <li>• Science &amp; Reading</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher Quality</li> <li>• Title I</li> <li>• Title II</li> <li>• Title III</li> <li>• Title III not LEA</li> <li>• Title V</li> <li>• Supplemental Counseling</li> <li>• Peer Assistance &amp; Review (PAR)</li> <li>• Math &amp; Reading</li> </ul> |
|---|--|

<ul style="list-style-type: none"> <li>Specialists</li> <li>• Summer School (Special Ed only)</li> <li>• School Force</li> </ul> <p><b>Special Programs</b></p> <ul style="list-style-type: none"> <li>• Art Programs</li> <li>• Home to School Transportation (Special Ed. only)</li> <li>• County Sp Ed</li> <li>• Psychologists</li> <li>• Speech</li> <li>• SP Ed IDEA</li> <li>• RSP, SDC, NPS &amp; Learning Centers</li> <li>• Teachers</li> <li>• Classified Staff</li> <li>• Benefits</li> <li>• Books &amp; Supplies</li> <li>• Drug Free/Title IV</li> <li>• Equipment</li> <li>• Routine Repairs and Maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Math &amp; Reading EL</li> <li>• School Safety Violence Prevention</li> <li>• Admin Training Program</li> <li>• National Board Certified Teachers</li> <li>• BTSA</li> <li>• Staff Professional Development</li> <li>• Arts Block Grant and Music Block Grant</li> <li>• Library Services</li> <li>• Economic Impact Aid (EIA)</li> <li>• English Language Acquisition Program (ELAP)</li> <li>• Ed. Technology</li> <li>• Gifted And Talented Education (GATE)</li> <li>• Instructional Materials for Realignment Program (IMFRP)</li> <li>• Lottery Prop 20</li> <li>• Oracle Grant</li> <li>• School Improvement Library Program (SLIP)</li> <li>• Tobacco Use Preventions Education (TUPE)</li> <li>• Tolerance Ed</li> <li>• Targeted Instructional Improvement Grant (TIIG)</li> </ul>
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#### Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,668	\$41,183
Mid-Range Teacher Salary	\$68,795	\$63,647
Highest Teacher Salary	\$88,854	\$80,955
Average Principal Salary (Elementary)	\$121,644	\$102,400
Average Principal Salary (Middle)	\$127,566	\$106,158
Average Principal Salary (High)	N/A	\$124,133
Superintendent Salary	\$169,596	\$151,742
Percent of Budget for Teacher Salaries	43.00%	41.00%
Percent of Budget for Administrative	8.00%	6.00%

<b>Salaries</b>		
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Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	72%	74%	75%	79%	80%	81%	50%	52%	54%
Mathematics	79%	79%	80%	77%	80%	79%	46%	48%	50%
Science	78%	84%	85%	82%	86%	88%	50%	53%	56%
History-Social Science	N/A	N/A	N/A	64%	70%	77%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

\*Subgroup data is being recalculated and results will be available March 2012.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	81%	79%	88%	77%
All Students at the School	75%	80%	85%	0%
Male	76%	82%	83%	0%
Female	74%	76%	87%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian	81%	92%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	68%	73%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	75%	78%	85%	0%
Two or More Races	76%	94%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%
English Learners*	--	--	--	--
Students with Disabilities	58%	67%	0%	0%
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.2%	27.1%	47.5%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## X. Accountability

### Academic Performance Index

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

### Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2008	2009	2010
Statewide	9	9	9
Similar Schools	3	1	2

### Academic Performance Index Growth by Student Group – Three-Year Comparison

**\*Subgroup data is being recalculated and results will be available March 2012.**

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-4	25	0
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-4	28	-15
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners*			--
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant

demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

**\*Subgroup data is being recalculated and results will be available March 2012.**

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	243	895	2,311	907	4,683,676	778
Black or African American	2		55	801	317,856	696
American Indian or Alaska Native	0		3		33,774	733
Asian	25	945	542	962	398,869	898
Filipino	4		86	882	123,245	859
Hispanic or Latino	22	877	231	805	2,406,749	729
Native Hawaiian or Pacific Islander	1		27	829	26,953	764
White	174	891	1,303	909	1,258,831	845
Two or More Races	14	936	58	941	76,766	836
Socioeconomically Disadvantaged	9		134	764	2,731,843	726
English Learners*	--		--	658	1,521,844	707
Students with Disabilities	44	807	325	772	521,815	595

### Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes

<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	Yes	No
<b>Met Percent Proficient - Mathematics</b>	Yes	No
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate</b>	N/A	N/A

### Federal Intervention Program (School Year 2011–12)

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 (ELA 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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	N/A	Not In PI
<b>First Year of Program Improvement</b>	N/A	N/A
<b>Year in Program Improvement</b>	N/A	N/A
<b>Number of Schools Currently in Program Improvement</b>		0
<b>Percent of Schools Currently in Program Improvement</b>		0.0%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

N/A Cipriani is an elementary school.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

**2008-2009: 1 day dedicated to staff development**  
**2009-2010: 1 day dedicated to staff development**  
**2010-2011: 1 day dedicated to staff development**

Staff development activities are determined through a process that begins with the staff identifying needs that are related to the goals identified in the Single Plan for Student Achievement (SPSA). District-wide needs identified through the "Futures" planning process are also incorporated into the plans for staff development. The calendar and topics for staff development conducted on non-student days are identified in the Single Plan for Student Achievement.

Cipriani School's teachers participate in two days of classroom preparation and staff meetings 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:

- English Language Arts
- Mathematics
- Grade Level Teaming
- Curriculum Planning for the Year
- Curriculum and Instructional Practices
- Visual and Performing Arts

Individual staff members also participated in additional off-site workshops and training according to needs outlined in the SPSA.

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## **Cipriani Elementary**

Belmont-Redwood Shores Elementary

**Prepared by [PowerTurn, Inc.](#)**

## **School Accountability Report Card, 2010-2011**

***Provided by the Ed-Data Partnership***

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