

# Cipriani Elementary School

## 2021 School Accountability Report Card



*Cipriani Wildcats*

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Cipriani Elementary School
<b>Street</b>	2525 Buena Vista Avenue
<b>City, State, Zip</b>	Belmont, CA 94002-1454
<b>Phone Number</b>	(650) 637-4840
<b>Principal</b>	Gwendolyn DeWees
<b>Email Address</b>	gdewees@brssd.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	41688666043442

## 2021-22 District Contact Information

<b>District Name</b>	Belmont-Redwood Shores School District
<b>Phone Number</b>	(650) 637-4800
<b>Superintendent</b>	Dan Deguara
<b>Email Address</b>	ddeguaara@brssd.org
<b>District Website Address</b>	<a href="http://www.brssd.org">http://www.brssd.org</a>

## 2021-22 School Overview

Cipriani Elementary is located in the beautiful hills of Belmont, California. We are a relatively small school, serving 464 students from Transitional Kindergarten to fifth grade. The warmth, compassion, and commitment of the community are abundantly evident as soon as you walk on campus. We strive to create a safe learning environment where teachers, students, and our entire community support each other in pursuit of the knowledge and insight that leads to high academic achievement and success for all students. 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.

We are a California Distinguished School Award recipient. Our student population performs quite well on the state assessments, with 79% of our students meeting or exceeding grade-level expectations in both English Language Arts and Mathematics. We are committed to providing high-quality education to our diverse student body. We provide a challenging curriculum, quality teachers, and an atmosphere that emphasizes: communication, collaboration, and continuous improvement. Additionally, we believe exemplary scholars possess a growth mindset and demonstrate specific habits of mind. We infuse "Mindset" research of Dweck and the 'Habits of Mind' from Costas & Kallick's work into the curriculum and our teaching practices.

Although we pride ourselves on high achievement scores and successes, our mission is of much more than academic rigor. We recognize the importance of nurturing the social and emotional growth, health, and well-being of our children. Through the district-wide, Second Step Social-emotional curriculum we explicitly teach students strategies for understanding and managing big feelings. We begin each day with a community morning meeting that strengthens our sense of community and we engage students in a variety of community service opportunities.

Cipriani is Platinum-Award-winning Positive Behavior Interventions and Supports (PBIS) school. Our school rules of Be Safe, Be Respectful, and Be Responsible are widely and positively reinforced throughout the school from the very first day. Positive student behavior and community service are amply incentivized. In addition to our PBIS system, we are working to implement community circles, mindfulness, and restorative practices to strengthen our community.

Cipriani Elementary encompasses diverse interests, languages, and experiences. Yet, we are united by a common goal: to create a community where all children feel welcomed, loved, challenged, inspired, and important. We work towards building

## 2021-22 School Overview

community in a variety of ways. Together, these elements create a safe and engaging learning environment in which all students can excel.

Mission Statement: Encouraging Excellence in Everyone

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 lead 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, as well as 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 encouraging excellence in everyone with a broad base of shared leadership that is inclusive by design.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	74
Grade 2	74
Grade 3	74
Grade 4	75
Grade 5	80
Total Enrollment	471

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	26.1
Black or African American	0.4
Filipino	1.1
Hispanic or Latino	8.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	18
White	43.5
English Learners	7.4
Socioeconomically Disadvantaged	2.8
Students with Disabilities	10.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.25
<b>Intern Credential Holders Properly Assigned</b>	0
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0
<b>Unknown</b>	0
<b>Total Teaching Positions</b>	20.25

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	0
<b>Misassignments</b>	0
<b>Vacant Positions</b>	0
<b>Total Teachers Without Credentials and Misassignments</b>	0

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0
<b>Local Assignment Options</b>	0
<b>Total Out-of-Field Teachers</b>	0

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All schools in BRSSD use adopted materials in their classrooms. We have board adopted curriculum in academic areas.

<b>Year and month in which the data were collected</b>	November, 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5: K-5: Lucy Calkins Reader's and Writer's Workshop: Units of Study, 2015 6-8: Prentice Hall: Literature, California Edition McDougal Littell: The Language of Literature 2002-2003	Yes	0
<b>Mathematics</b>	Houghton Mifflin Harcourt: Math Expressions 2015-2016	Yes	0
<b>Science</b>	Twig Education: Twig Science K-5, 2019	Yes	0
<b>History-Social Science</b>	TCI: Social Studies Alive! 2018	Yes	0
<b>Health</b>	Grades K-5: Children's Health Market: Great Body Shop 2011-2012 Plus materials from the American Heart Association and the National Dairy Council	Yes	0

## School Facility Conditions and Planned Improvements

**Age of Buildings:** This school has 19 classrooms, a multipurpose room, a music room/staff room, and administrative offices. The main buildings were constructed in 1954 and modernized between 1994 and 2003. In 2013, an extensive remodel of the school was completed. In February 2017, we expanded our school, improved the playground, and add the following spaces: 2 new aftercare classrooms, 7 new classrooms, a dedicated library, elective rooms, and a staff room.

**Condition:** In the summer of 2013, the building underwent substantial remodeling that totaled about \$6,539,076. The scope of the project included modernization of every classroom, multi-purpose room, front office, play areas and bathrooms (carpet, lighting, painting, cabinetry, technology enhancements (wireless access) for 21st Century Learning, tile and fixtures, underground pipes, enhanced electrical, new roofs, new boiler system, completely remodeled front office area, significant concrete work for ADA compliance, playground improvements for Kindergarten area and back blacktop area including new surface under play structure, shade structure for lunch area, fencing for security, security locks and shades for increased classroom safety). New exterior painting, landscaping, and gardens contributed to the beauty of the campus. Additional and replacement cabinets were added to the classrooms during the 2013-2014 school year. The playground ball walls were refurbished and subsequently painted with a mural. The HVAC system in the MUR experienced an upgrade as the air conditioning was added in 2016. In February 2017, the school underwent extensive expansion and remodeling detailed above. Sewer pipes were repaired and landscaping work to ensure the safety of students was completed in the summer of 2018.

**Cleaning Standards:** The District has adopted cleaning standards for each school, and a copy 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. Steps are taken to ensure that students are involved in the caretaking of the school as well in the capacity of a Green Team, a student-led community service effort.

**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 submitted via email to the Facilities Manager.

During the 2020-21 school year, all 21 classrooms are used for instructional purposes. There are two small rooms for the Speech and Language Pathologist, the School Psychologist, and the Reading Specialist. There is also a music/staff room attached to the MUR. 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 daycare 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.

As of December 2019, the gutters and drains have been repaired. The door to classroom 8 has also been repaired. The emergency shed door has been repaired.

**Year and month of the most recent FIT report**

May 2021

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Second floor exterior windows need to be cleaned.
<b>Electrical</b>	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			Back gate leading out to path needs an interior crash bar. Shed door has been repaired. Gutter has been repaired in kinder yard.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	228	222	97.37	2.63	77.03
Female	109	107	98.17	1.83	80.37
Male	119	115	96.64	3.36	73.91
American Indian or Alaska Native	0	0	0	0	0
Asian	60	59	98.33	1.67	83.05
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	16	84.21	15.79	75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	38	100	0	76.32
White	105	104	99.05	0.95	75.96
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	25	89.29	10.71	36

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	228	222	97.37	2.63	71.62
Female	109	107	98.17	1.83	70.09
Male	119	115	96.64	3.36	73.04
American Indian or Alaska Native	0	0	0	0	0
Asian	60	59	98.33	1.67	86.44
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	16	84.21	15.79	56.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	38	100.00	0.00	73.68
White	105	104	99.05	0.95	67.31
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	25	89.29	10.71	44.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA

<b>Black or African American</b>	NA	NA	NA	NA	NA
<b>Filipino</b>	NA	NA	NA	NA	NA
<b>Hispanic or Latino</b>	NA	NA	NA	NA	NA
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NA Student Groups</b>	<b>NA Total Enrollment</b>	<b>NA Number Tested</b>	<b>NA Percent Tested</b>	<b>NA Percent Not Tested</b>	<b>NA Percent At or Above Grade Level</b>
<b>All Students</b>	NA	NA	NA	NA	NA
<b>Female</b>	NA	NA	NA	NA	NA
<b>Male</b>	NA	NA	NA	NA	NA
<b>American Indian or Alaska Native</b>	NA	NA	NA	NA	NA
<b>Asian</b>	NA	NA	NA	NA	NA
<b>Black or African American</b>	NA	NA	NA	NA	NA
<b>Filipino</b>	NA	NA	NA	NA	NA
<b>Hispanic or Latino</b>	NA	NA	NA	NA	NA
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA

<b>Students with Disabilities</b>	NA	NA	NA	NA	NA
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	55.13	N/A	65.74	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	82	78	95.12	4.88	55.13
<b>Female</b>	41	39	95.12		
<b>Male</b>	41	39	95.12		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	17	16	94.12	5.88	75.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	16	16	100.00	0.00	62.50
<b>White</b>	38	37	97.37	2.63	48.65
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2021-22 Opportunities for Parental Involvement

Our parent involvement in the school easily tops 10,000 hours per year as there are numerous ways to get involved in the Cipriani Community. The list below highlights the various programs available for our volunteers, but it is in no way exhaustive.

Adopt-a-Book Program  
Art in Action  
Assemblies  
Book Fair  
Holiday Craft Fair  
Coffee, Cake, and Conversation PTA events  
Mystery Readers  
Traffic Controllers  
Wildcat Weekly e-newsletter  
Wildcat Walk A Thon  
Wildcat Walk to School Wednesday  
Pajama Night for the Book Fair and Reading Power  
Classroom Field Trips  
Lunch Volunteers  
Classroom Volunteers  
ELPAC  
SchoolForce Spring Event  
5th Grade Promotion Event  
BRSSD Healthy Kids Program  
Safe Routes to School Walking/Biking Program  
Kindergarten Summer Socials  
Library Volunteers  
Monetary Gifts  
PTA Community Building Events, (e.g. Movie Night)  
Music Mentors Program

## 2021-22 Opportunities for Parental Involvement

Non-A-Thon Fundraiser  
School Messenger phone calls  
School Site Council  
Parent Education Night (district-wide)  
Parent Teacher Association  
Red Ribbon Week  
eSCRIP Fundraiser  
SchoolForce Educational Foundation  
Technology Support  
Yard Duty Supervision  
Mission Faire  
Recorder Concerts  
Instrumental music concerts  
Talent Show  
Whole school Welcome Back Ice Cream Social

While some of these activities were scaled back or modified due to the pandemic, we are anticipating returning to being a true community school as safety requirements allow.

Our parents remain committed to encouraging excellence in everyone by supporting the needs of the school at every turn. Within the structure of the PTA, there is a volunteer coordinator in charge of marshaling the efforts of many. With the use of outreach and social media, volunteers are gathered efficiently and thanked profusely. School-Force is the education foundation that benefits all of the district's schools wherein many parents from Cipriani are involved, engaged, and deeply committed to the success of not only our school but the district as a whole

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	492	482	15	3.1
Female	247	239	8	3.3
Male	245	243	7	2.9
American Indian or Alaska Native	0	0	0	0.0
Asian	128	127	4	3.1
Black or African American	4	2	0	0.0
Filipino	5	5	2	40.0
Hispanic or Latino	41	41	4	9.8
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	88	86	3	3.5
White	213	209	2	1.0
English Learners	43	43	1	2.3
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	16	16	3	18.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	58	57	2	3.5

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.66	0.00	0.63	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.34	2.45
Expulsions	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

## 2021-22 School Safety Plan

Cipriani holds monthly fire drills (evacuation drills) and participates in the partnership with the San Mateo Big Five safety protocols. This has provided our school with a consistent approach to managing the five defined types of emergencies and having consistent procedures to follow across the County. We routinely practice drills throughout the year as a school site. The principal participated in a Big Five cohort training at the County level with community partners and other schools.

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 an earthquake, fire, power failure, or any event interrupting school, Cipriani School staff will respond as follows:

In the event of a major disaster (fire, earthquake, flood, chemical spill, power failure, civil disturbance) during school hours, children will be kept at school. They will be released only to previously authorized individuals. The exception would be in the event of a serious injury when we would send the child for emergency medical care. Each child's emergency information is the primary source used to locate parents or the people designated to pick up the child. Children will NOT be released to anyone who is not on this emergency list. It is imperative that each child's emergency information is kept current and accurate.

Telephone systems quickly become overloaded in an emergency, so parents are requested to refrain from calling the school. Instead, they should come to school or send an authorized person to pick up their child. They should check local radio and television stations for information during local disasters and emergencies. Children should be made familiar with these stations and their roles in local emergencies.

Cipriani School has plans for responding to emergency situations such as earthquakes, chemical spills, power failures, fires, civil disturbances, and any other event that interrupts regular school activity. Every month, children participate in safety drills designed to help educate them about the protocols that are in place during an emergency. They are empowered to follow school emergency protocols because they become routine.

Safety plans are updated in August of every school year and distributed to staff members. During the staff meetings in August and September, the plans are reviewed and the location of supplies is discussed. This is the fifth year of implementing the Big Five safety protocols. These coordinated efforts have given schools a consistent approach to evacuation, earthquakes, secure campus, lockdown/barricade, and shelter in place procedures.

A strong partnership exists between the Belmont Police Department and Cipriani School. Our School Resource Officer visits regularly and responds to concerns immediately. Many of the students and parents know this person personally as he makes a point of being a presence here. He worked directly with our fifth-grade students to promote safe schools and good decision making.

Our staff is deeply committed to providing students with a safe and orderly experience, and participates fully in planning and implementing all safety protocols.

## D. Other SARC Information

## Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	25		3	
2	25		3	
3	25		3	
4	29		2	
5	28		2	
6				

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	33		2	1
2	24		3	
3	25		3	
4	27		3	
5	30		2	
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	33		2	1
2	25		3	
3	25		3	
4	25		3	
5	27		3	
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
<b>Pupils to Academic Counselor</b>	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0.4
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	12,351	3,766.65	8,585.01	124,267.98
<b>District</b>	N/A	N/A		\$90,181
<b>Percent Difference - School Site and District</b>	N/A	N/A	-1.3	31.8
<b>State</b>			\$8,444	\$82,431
<b>Percent Difference - School Site and State</b>	N/A	N/A	1.7	40.5

## 2020-21 Types of Services Funded

Regular Education  
 Class Size Reduction  
 Local Grants  
 Music Specialists  
 Outdoor Education  
 Science and Reading Specialists  
 Special Education Extended School Year for selected students  
 Art in Action Programs  
 School Psychologist  
 Speech Therapist  
 Counselor and other programs offered through District Wellness Grant  
 Learning Center Staff  
 PE Specialists  
 Librarian  
 Reading Specialist

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$60,309	\$51,450
<b>Mid-Range Teacher Salary</b>	\$88,402	\$80,263
<b>Highest Teacher Salary</b>	\$113,872	\$101,012
<b>Average Principal Salary (Elementary)</b>	\$160,000	\$128,082
<b>Average Principal Salary (Middle)</b>	\$171,000	\$132,453
<b>Average Principal Salary (High)</b>	\$0	\$134,792
<b>Superintendent Salary</b>	\$223,000	\$197,968
<b>Percent of Budget for Teacher Salaries</b>	39%	34%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

## Professional Development

In each of the three most recent years, all schools received 2 days of professional development during the school year. In all three years, the new certificated staff received an additional 2 days of professional development prior to the start of the school year. Principals led monthly staff meetings throughout the year, and teachers meet in grade level teams on a monthly basis. Teachers are also invited to attend workshops and professional learnings led by outside presenters, and teacher leaders and school leadership teams are offered professional development during the school year.

In the 2020-2021 school year, teachers were provided with monthly professional development throughout the year (sometimes site-based, sometime district-wide), in addition to various optional professional development opportunities offered throughout the year during non-teaching time, focused on distance learning. BRSSD hired a second instructional coach for the 2020-2021 school year, thereby providing two full time staff members who offer individualized coaching, small group professional development, and differentiated support on a full time basis to our teaching staff. Our support staff also receive monthly training specific to their job classification.

For 2021-2022, the District reverted back to one STEM instructional coach to provide additional support to the teaching staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2

# Belmont-Redwood Shores School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Belmont-Redwood Shores School District
<b>Phone Number</b>	(650) 637-4800
<b>Superintendent</b>	Dan Deguara
<b>Email Address</b>	ddeguara@brssd.org
<b>District Website Address</b>	<a href="http://www.brssd.org">http://www.brssd.org</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2754	2602	94.48	5.52	80.07
<b>Female</b>	1325	1249	94.26	5.74	83.55
<b>Male</b>	1429	1353	94.68	5.32	76.87
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	831	812	97.71	2.29	87.68
<b>Black or African American</b>	40	36	90.00	10.00	50.00
<b>Filipino</b>	55	52	94.55	5.45	73.08
<b>Hispanic or Latino</b>	329	298	90.58	9.42	60.34
<b>Native Hawaiian or Pacific Islander</b>	24	23	95.83	4.17	39.13
<b>Two or More Races</b>	472	441	93.43	6.57	83.22
<b>White</b>	1002	939	93.71	6.29	80.72
<b>English Learners</b>	205	187	91.22	8.78	39.25
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	18	14	77.78	22.22	14.29
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	89	75	84.27	15.73	44.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	261	206	78.93	21.07	38.54



## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2754	2592	94.12	5.88	74.51
<b>Female</b>	1325	1247	94.11	5.89	74.36
<b>Male</b>	1429	1345	94.12	5.88	74.65
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	831	811	97.59	2.41	89.77
<b>Black or African American</b>	40	33	82.50	17.50	24.24
<b>Filipino</b>	55	51	92.73	7.27	68.63
<b>Hispanic or Latino</b>	329	293	89.06	10.94	45.36
<b>Native Hawaiian or Pacific Islander</b>	24	23	95.83	4.17	21.74
<b>Two or More Races</b>	472	443	93.86	6.14	75.85
<b>White</b>	1002	937	93.51		73.08
<b>English Learners</b>	205	189	92.20	7.80	45.74
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	18	14	77.78	22.22	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	89	75	84.27	15.73	28.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	261	202	77.39	22.61	32.84

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.