

Annual Report
2000-2001 School Year

**SANDPIPER
ELEMENTARY
SCHOOL**

Cherie Ho, Principal

**801 Redwood Shores Parkway
Redwood City, CA 94065
(650) 631-5510**

*Staff, Parents and Students
Emphasizing Excellence*

Belmont-Redwood Shores Elementary School District
March, 2002

Belmont-Redwood Shores Elementary School District
2960 Hallmark Drive,
Belmont, CA 94002
(650) 637-4800

2000-2001 Governing Board

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PREFACE

The Belmont-Redwood Shores School District Board of Trustees is proud to issue the **Annual Report for Sandpiper School**. This report is designed to communicate to parents and the community the progress of our students and a description of the programs, activities, statistical and fiscal information for Sandpiper School.

In 1998, the District developed a new Futures Plan that outlined a vision for the future of our schools. This Plan was developed through district-wide town hall meetings involving parents and staff. Our Futures Plan is based on our District's Vision statement.

VISION STATEMENT

Education is more than a direction or a destination; it is a process which recognizes, enhances, and celebrates individual accomplishments.

Belmont-Redwood Shores School District, in the breadth of its curricula and variety of its approaches to facilitate learning, provides an environment which nurtures and stimulates the intelligence, insight, and natural curiosity of all individuals.

Our learning community promotes and advances the intellectual, physical, social, and moral development of students in becoming responsible, contributing citizens. Students learn to work and live together constructively by respecting, honoring, and appreciating the uniqueness in themselves and others.

As we strive to implement our vision to provide a challenging and comprehensive educational program for our students, the foundation of our program is the Belmont-Redwood Shores School District Mission Statement.

MISSION STATEMENT

The mission of the Belmont-Redwood Shores School District is to promote and advance the intellectual, social, physical and moral development of all students to become responsible, contributing citizens by:

- teaching basic academic skills and their application
- setting high academic standards that inspire students to excel and succeed
- providing a challenging, comprehensive and integrated curriculum that enhances critical and creative thinking
- developing adaptability, cooperation, honesty, respect and responsibility
- creating a safe and nurturing environment
- building alliances that foster shared responsibility among home, school and community
- valuing each child as a capable and unique individual

Catherine Bonnar, President
2000-2001 Board of Trustees

Anne Campbell
Superintendent

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INTRODUCTION

California law requires that each school annually assess various school conditions, which have been organized into the following six categories:

- I. School Profile
- II. Instructional Program
- III. School Operations
- IV. School and Student Achievement
- V. Community and Financial Support
- VI. Planning for the Future

This Annual Report communicates the close cooperation between the home and school that is essential to promote the best learning environment for all children. The focus of the report is to provide you with information about our school, our resources, strengths and the areas in which we are continuing to develop.

We encourage you to read this Annual Report and share it with others. We sincerely hope this report makes you feel proud to have a student at this school. If you desire additional information, please feel free to visit or contact the school office.

Sincerely,
Cherie Ho, *Principal*
650/631-5510
cho@belmont.k12.ca.us

I. SCHOOL PROFILE

Mission and Goals

The mission of Sandpiper School is to create the finest learning environment for the collective body of students, teachers and parents. The school community embraces the pursuit of excellence in its curriculum, exposure to different cultures and its utilization of creative resources. Sandpiper seeks to embrace the breadth of learning provided in the programs of language arts, natural sciences, mathematics and logic, history/social sciences, visual/performing arts and health and physical education. The advancement of positive attitudes, civic responsibilities, and social conscience promote awareness of global communities and the impact of interdependence amongst groups.

All students attend to the interactive process of engaging activities that encourage citizenship, creativity, academic rigor, performance and discovery. These elements of learning produce critical thinkers who cooperatively work together in small groups and as individuals in acquiring knowledge at their highest potential. In addition, we encourage social interactions that advocate independence, confidence and a competitive spirit necessary for optimum learning.

The School Community

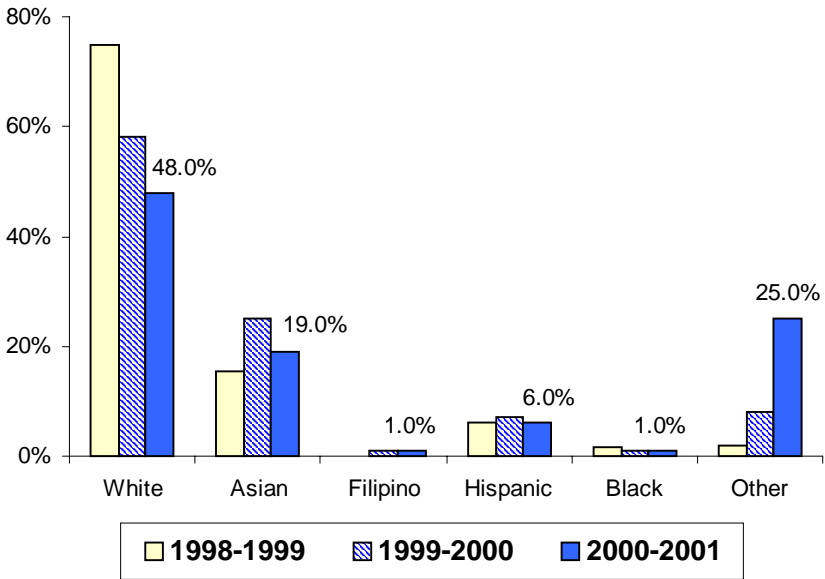
Sandpiper School, located in Redwood Shores (Redwood City) on the peninsula south of San Francisco, and east of Highway 101, is one of five elementary schools in the Belmont-Redwood Shores School District. It is the newest school, established in September 1997. Students are promoted to the 6th grade at Ralston Middle School, the only middle school in the District.

The Sandpiper 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.

Student Profile

The total enrollment is 439 in 2000-2001; it was 406 students in 1999-2000 and 352 in 1998-1999. The number of male and female students is approximately equal. The following chart shows the ethnic makeup of the school:



The percent of students receiving special instruction is noted below:

	1998-1999	1999-2000	2000-2001
• Limited English Proficiency	3%	2.5%	2%
• Gifted & Talented	3%	6.6%	5%
• Special Education	6%	9%	9%

Staff Profile

The regular school staff consists of twenty-one full-time classroom teachers, one school secretary, one library media specialist, two custodians, and one principal. The support staff includes:

Band/String/Vocal/Music Teacher	2.0 days per week
English Language Learners (ELL) Teacher	1.0 day per week
Gifted and Talented Education (GATE) Teacher	0.5 days per week
PE Teacher (Grades 1 - 5)	1.0 day per week
Psychologist	1.0 day per week
Resource Specialist Program Teacher	2.5 days per week
Resource Specialist Program Assistant	2.5 days per week
Reading Teacher	8-10 weeks per school year
Science Teacher (4th and 5th Grade)	2.0 days per week
Speech & Language Specialist	1.0 day per week

The table below shows, for the most recent 3-year period, the number of teachers (including District support staff), the number who are fully credentialed and teaching in their authorized subject area, the number with emergency credentials, and the number with waivers. No teacher with a full credential taught outside their subject area.

Year	# Teachers	Full Cred.	Emergency	Waiver
1998-1999	22	22	0	0
1999-2000	29	28	1	0
2000-2001	30	28	0	2

II. INSTRUCTIONAL PROGRAM

The Learning Environment

Sandpiper School is a cluster of enhanced modular buildings that depict the ambience of a Nantucket village. Classrooms surround the village green where an outside stage highlights performance activities. The community center is located next to the square where a kitchen, multi-purpose room and five conference rooms are provided for instruction during the day. The play fields are situated along the lagoon for student access during school hours, and for community use after school.

Students are encouraged to keep a safe and clean learning environment through recycling and gardening efforts that enhance their learning space. Rules for play and safety are posted in each classroom and PTA supports programs such as Red Ribbon Week, Conflict Resolution, Bike Safety, Fire Prevention, and the Drug Awareness and Resistance Education (DARE) Program.

The Sandpiper School Community takes pride in their new school, maintaining a strong commitment to support the educational process within the classrooms and keeping the facilities safe and inviting for all who attend.

Attendance

Absences are checked daily by phoning parents the first day a child is absent. Unexcused absences are monitored to observe long range trends. Promptness is encouraged in our students: parents are notified when children have been tardy several times.

The rate for 2000-2001 was 96.1%. In 1999-2000, it was 96.2%; for 1998-1999, the rate was 96.5%.

Instructional Staff

School Site Leadership

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 advisory council writes the School Improvement Plan, establishes resources for staff development, and approves school programs.

Instructional Staff Qualifications

All teachers are credentialed by the State of California. All Sandpiper teachers have completed graduate work.

All substitutes used by Sandpiper 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 1.6 days of absence per month. This included illness, in-service training, and other leaves.

Student/Teacher Ratio

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

Through SIP funds, instructional assistants were provided for some classrooms. Further assistance is provided by parent volunteers in the classroom. They help with small group and individual instruction in various content areas.

Professional Development

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

During these staff development days, teachers received training in:

- a. English Language Arts
- b. Mathematics
- c. Grade Level Teaming
- d. Curriculum Planning for the Year
- e. Program Quality Review
- f. Curriculum and Instructional Practices
- g. Family of Schools Standards and Assessment

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

Evaluation of Staff

Formal evaluations are done at least once each year for new probationary staff and every other year for permanent staff.

Formal evaluations include an initial conference with the administrator, observations of the teacher in the classroom, and a final evaluation conference. Progress towards meeting District standards for teaching is monitored by both the teacher and the principal.

Curriculum and Instruction

Instructional Minutes

The total number of instructional minutes offered in the school year for each grade met or exceeded the state requirements for public schools in California.

Instructional Minutes Chart

<u>Grade</u>	<u>Sandpiper</u>	<u>District Standard</u>	<u>State Requirements</u>
Kindergarten	37,800	36,000	36,000
Grades 1-3	51,250	51,225	50,400
Grades 4-5	55,240	54,530	54,000

The school held 38 minimum days. Four of the minimum days, for parent conferences, were conducted at the end of the Fall and Spring Progress Report periods.

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. They coordinate school resources and services which include:

- Referral for Special Education Assessment
- English Language Learners Program
- Gifted and Talented Education (GATE) Program
- Family Counselor services
- Special Education programs
- School Psychologist services

Classroom Textbooks and Materials

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

- *Mathland* (K-6)
- *MathSteps*, supplementary math text
- Harcourt Brace “*Signatures*” for English/Language Arts
- *Rebecca Sitton Sourcebook* for spelling
- Houghton Mifflin for History/Social Science
- Silver Burdett Music Series
- Full Option Science System (FOSS)
- Skills for School Success (grades 4 and 5)

The State and District provide regular classroom materials to support our program goals. Enrichment and supplemental materials are purchased through SIP funds and with the help of the Parent Teacher Association. Additionally, the PTA gives money directly to teachers to use for classroom enrichment.

Sandpiper School has one television set and VCR for every classroom. There are two scanners, two video cameras and an electronic projection system for the school. There is a wide variety of software, encyclopedia and reference CD ROMs at the school site, including KidPix®, HyperStudio®, Student Writing Center®, ClarisWorks®, Microsoft Works®, and Microsoft Office®.

The school library contains over 4,265 books.

III. SCHOOL OPERATIONS

Facilities

Sandpiper School has 22 classrooms. Nineteen of the classrooms are used for regular instruction. One is used for music/science instruction and the other two are occupied for resource specialist, speech and language and county programs. Other classrooms in the community center provide space for special needs, English Language Learners, and Gifted & Talented programs, counseling and parent education.

Our school has over 160 computers within the classrooms and in a computer lab. A special project with Microsoft Systems networks some of the computer workstations to our own server. The lab is used for direct instruction of applications for all students and staff with 20 workstations available.

Sandpiper Community Center provides child care services through a private agency. Before and after school care provides supervision for students in K-5 five days per week as well as all day for district in-service days and some holidays. Our school district and the city of Redwood City share the community center facilities located on site. The multiuse room and conference rooms are available to the school during the day and the rooms available for Park and Recreation Programs after school and into the evenings.

Every teacher in the District has a computer for both instruction and classroom management. Every staff member received technology training and has a telephone number and voice mailbox.

Safety

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. 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.

IV. SCHOOL AND STUDENT ACHIEVEMENT

Program Effectiveness

Program effectiveness at Sandpiper is monitored in several ways. The School Site Council looks at the School Improvement Plan and monitors progress toward the goals set in that plan. The staff examines test data, student work, and observes classrooms by grade level as well as school-wide to look for areas that need improvement efforts. The school staff sets goals for increasing the quality of student learning annually. These goals are presented to the Board of Trustees in the fall. The results are reviewed at the end of the school year.

As part of the Belmont-Redwood Shores Futures Plan, the district is developing performance standards to increase student learning and insure a rigorous academic program.

Sandpiper School established its School Site Council in 1997-1998. Staff and parents wrote the School Improvement Plan to identify school wide needs and acknowledge programs that were implemented.

A questionnaire was distributed to parents and families at the end of the school year to assess the quality of educational programs provided. Seventy-five families rated the school at above average or excellent in curriculum and extended programs.

Our vision was to establish more opportunities for the visual performing arts, technology and a comprehensive physical education program. Those programs are being supported by school improvement funds.

Lessons, designed to meet the needs of special education, ELL and GATE students, are being used in the Language Arts program at all grade levels. Integration of RSP and ELL services into regular classrooms is ongoing and developing through collaborative efforts with the regular classroom teachers.

Student Achievement

Many approaches are used to examine and report on student achievement to parents.

Standardized Tests

All students in grades 2-5 took a basic battery of tests using the Stanford Achievement Test 9 (STAR). The results of this test can be used to compare our students with a national group of students. See Appendix C. for the latest results shown for each grade level.

Developmental Assessment

Information about a student's stage of development in several functional areas is reported. Developmental scales are frequently used to describe these stages. This kind of assessment is usually done in the primary grades and is reported to parents during conference sessions scheduled periodically during the year.

Authentic Assessment

Tasks relevant to classroom learning are assigned to students with the results collected in a portfolio. Comparing progress from the first time a student performs the task to a sample done after many practices becomes the measure of achievement. Portfolios may be available in several subject areas in a student's classroom depending on the grade level of the student.

Performance Assessment

This method uses work samples of assignments students receive in the classroom to examine achievement. The work sample is compared to a set of guidelines and a set of performance standards that have been developed by teachers and students. In March 2001, 4th grade students took a writing performance assessment as part of the STAR program. 2001 scores will provide base line data. Beginning with 2002, the students will received proficiency level designations on the writing sample. Because three years of data is not yet available, the results from the previous assessment system used (CTB) is shown in Appendix D. A six point scale was used to measure overall writing

performance; a four point scale was used to measure content and vocabulary/grammar.

Progress Reports

A narrative description of student progress in specified behaviors and skills was provided in kindergarten. This progress report focuses on both social responsibility and intellectual development. Standards based progress reports were used in grades one through five to indicate student's progress in meeting grade level standards in math, language arts, history/social science, and science. Grades for achievement and effort and comments or progress were also included grades one through five. The progress report was provided to parents twice during the year in a conference format. A third report was sent home at the end of the year.

Physical Fitness Tests

Following are the results of the 5th grade fitness tests (given in the spring of 2001) showing the percent of students within or exceeding the healthy zone:

	Total
Aerobic Capacity (Mile Run)	76%
Body Composition (Height/Weight)	82%
Muscle Strength (Abdominal Curl-up)	95%
Muscle Strength (Trunk Lift)	95%
Endurance (Pull-up)	67%
Flexibility (Shoulder Stretch)	63%

Academic Performance Index (API)

Academic Performance Index (API) Reports		1999-2000 Growth Report	2000-2001 Growth Report
	Percent Tested / Number Tested	100/218	100/238
	API (Growth)	828	852
	API (Base)	789	828
	Growth Target	1	*A
	Growth	39	24
Met Growth Target?	School-wide	Yes	Yes
	Comparable Improvement (CI)	Yes	Yes
	Both School-wide and CI	Yes	Yes
	Awards Eligible	Yes	Yes
		1999 Base	2000 Base
	Percent Tested / Number Tested	98/153	100/218
	API (scale of 200-1000)	789	828
	Statewide Rank	9	9
	Similar Schools Rank	1	1
	Growth Target	1	*A
	API Target	790	*A
	"*A": At or above State target of 800		

English Language Learners Program

This program provides services for foreign students who need to learn English.

Student Performance

- 82% of 11 Non-English Proficient (NEP) and Limited English Proficient (LEP) students receiving services in the English Language Learners (ELL) Program during 2000-2001 made adequate growth in English Language acquisition as measured by testing and teacher observation. The goal is 75%.
- 55% of 11 students were redesignated R-FEP (Redesignated Fluent English Proficient).
- 100% of Fluent English Proficient (FEP) and Redesignated Fluent English Proficient (R-FEP) students in grades K-5 were determined to be within the average range for language arts skills for their grade level as measured by teacher observation. The goal is 75%.

Program Effectiveness

- The District has a 21% redesignation rate for students in the ELL Program over the past three years. The goal is 20%.
- Five new district teachers were hired for the 2000-2001 school year who possessed certification for second language instruction. Four other district teachers were in the process of gaining this certification. There was a total of 54 district teachers with certification for second language instruction.

V. COMMUNITY AND FINANCIAL SUPPORT

Community Involvement

Number of volunteer hours: 15,000

Faculty/Community Organizations and Programs:

- Parent Teacher Association (PTA)
- School Site Council (SSC) meetings.
- “Adopt a School”

Communications:

- Monthly newsletter: “Sandpiper Post”
- Room Parents
- Trends and Traditions
- School web site: www.belmont.k12.ca.us/main/sandpiper/
- Great Schools Project: www.greatschools.net/modperl/go/ca
- Classroom Newsletters

Parental Involvement:

- Classroom field trips
- Founders’ Day
- Kollage Art
- Computer education
- Classroom supplies
- Red Ribbon Week
- Fun Food Lunch
- Non-A-Thon fund raiser
- Parent education
- Adopt-A-Book
- Monetary gifts and donations
- Book Fair
- Assemblies
- Multi-cultural Faire

Other Local Community Agencies

- Belmont Public Library
- Belmont Rotary
- Kollage for the Community Arts
- Peninsula Humane Society
- Redwood City Police Dept.
- Redwood City Fire Dept.
- Redwood City Parks and Recreation Department
- Redwood Shores Lions Club
- Family and Community Enrichment Services (FACES)

Financial Information

The Belmont-Redwood Shores School District had an operating budget of just over \$17.6 million in 2000-2001. It was just over \$15.2 million in 1999-2001 and \$14.5 million in 1998-1999.

Revenue Sources

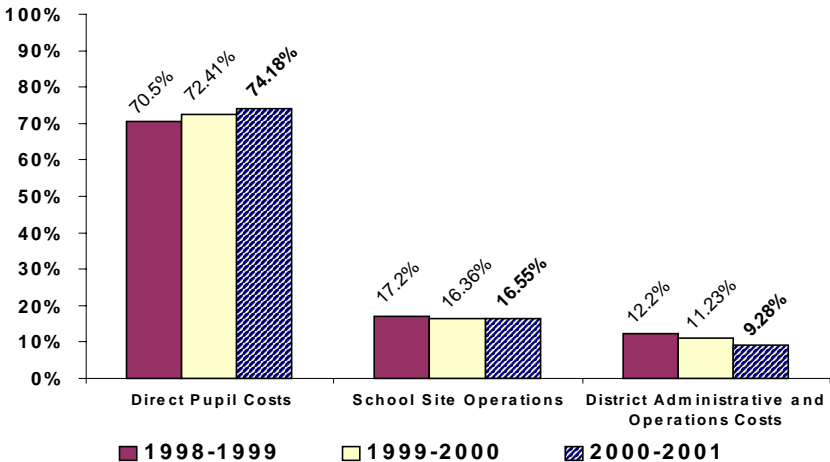
The District is a Basic Aid District, thus our largest source of revenue is from local property taxes.

	2000-2001	1999-2000	1998-1999
• Revenue Limit Sources (property taxes)	\$12,517,357	\$11,416,821	\$10,402,326
• Federal Revenues	\$446,418	\$298,539	\$169,873
• State Revenues	\$3,761,841	\$3,168,595	\$2,869,294
• Local Revenues	\$809,503	\$862,931	\$669,983
• Interfund Transfers	\$68,112	---	---

Breakdown of Per Pupil Costs

Our per pupil costs were **\$6513** for 2000-2001, \$6179 for 1999-2000 and \$5756 for 1998-1999. These costs are illustrated in the chart below as a percentage of the total budget. Three general areas are described in the chart:

- Direct pupil costs include salaries, books, supplies and equipment for the classroom (\$4831 per student);
- School site maintenance and operation costs (\$1078); and
- Prorated district administrative costs include technology, instructional support, and retiree benefits (\$604).

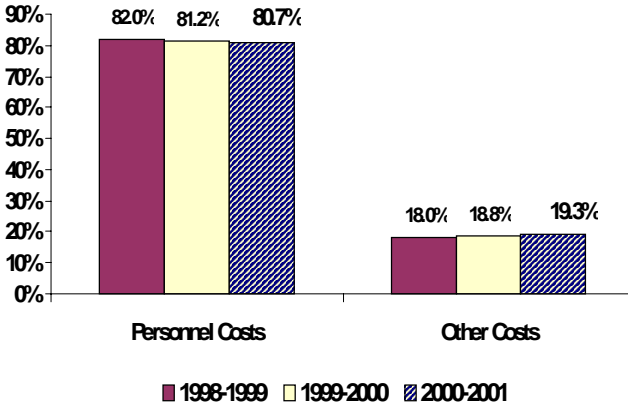


Breakdown of Personnel and Other Costs

The District expenses can be broken down into personnel and other costs:

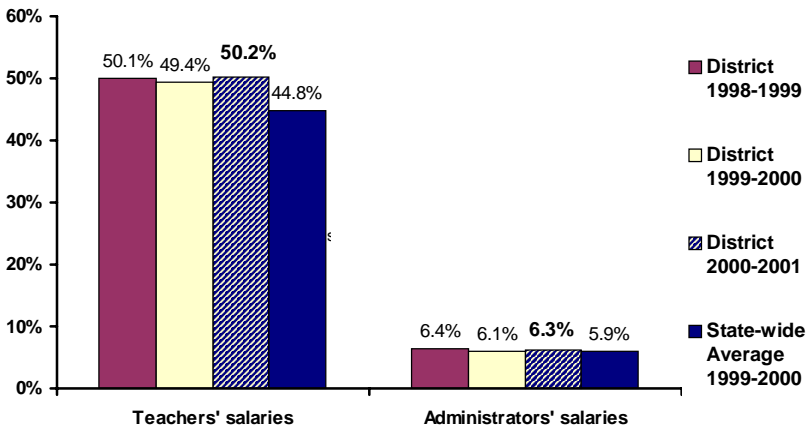
- Personnel costs: teachers, administrators, maintenance workers and custodians, clerical support and classroom assistants.
- Other costs: books, in-service training, instructional and other supplies, equipment, utilities, repairs and transportation.

The District expenses for personnel costs in relation to the total budget are shown in the chart below:



Salary Comparisons

The District salaries for teachers and administrators as a percentage of the total District budget are compared in the chart below to the statewide average percentage for districts of similar size to ours:



Dollar amounts for specific positions in the District are compared to the 1998-1999 and 1999-2000 statewide averages below.

	State Average		District	
	1998-1999	1999-2000	1998-1999	1999-2000
Beginning Teacher's				
Salary*	\$30,061	\$31,647	\$35,119	\$35,119
Daily Rate	\$164	\$172	\$187	\$187
Midrange Teacher's				
Salary*	\$47,202	\$48,813	\$51,273	\$51,273
Daily Rate	\$257	\$265	\$276	\$276
Highest Teacher's				
Salary*	\$56,964	\$59,082	\$63,448	\$62,148
Daily Rate	\$310	\$321	\$341	\$341
School Site Principals				
Average Salary*	\$71,690	\$74,659	\$79,017	\$77,286
Average Daily Rate	\$341	\$355	\$384	\$375
District Superintendent's				
Salary*	\$95,045	\$100,031	\$98,000	\$99,000
Daily Rate	\$421	\$445	\$439	\$444

**Note:*

Teacher salaries in the District are for one specific teacher in the District in each category. The salary figures do not include District years of service, extra for advanced degrees, and experience step allowances. Principals' salaries are an average over all principals in the District and do include District years of service, extra for advanced degrees, and experience step increases. Superintendent's salary includes District years of service, extra for advanced degrees, and experience step increases.

VI. PLANNING FOR THE FUTURE

Summary of Needs

Within the next few years Sandpiper sees a need for:

- Increasing technology training for students and staff—through our pilot project with Microsoft and district support.
- Continuing to develop teachers on staff as subject matter and technology experts.
- Refining integration of subject matter.
- Increasing higher level thinking and problem solving opportunities.
- Refining the process of mainstreaming of special education students wherein these students achieve success in the least restrictive environment - the regular classroom.
- Studying the changing needs of students and how to adapt the curriculum and instruction to meet these challenges.

Recommendations for Improvement

- Develop webcast with NASA for Project Astro
- Update computer lab with new hardware
- Provide Reading Specialist for At-Risk Students
- Continue to provide funds for Outdoor Education and Kollage Community for the Arts programs for science, dance, music, visual arts and poetry
- Increase SPARK P.E. program to all grade levels
- Provide extended science instruction through Lawrence Hall of Science
- Provide Instrumental music, GATE, DARE programs for 4th and 5th grade
- Provide Parent Forums for support and resources for parenting skills.
- Provide tutorial programs for literacy and mathematical understanding

APPENDIX A. RESOURCES FOR PARENTS

Parent education presentations will continue through staff and Parent Teacher Association activities. The relationship with Family and Community Enrichment Services, Inc. to provide family counseling for Sandpiper families will continue. Communication with parents through flyers, newsletters and the school web site will be maintained. Parents are encouraged to visit classrooms, attend assemblies, participate in PTA and fill volunteer positions in order to be involved in the Sandpiper School Family.

Additional resources available for parents include:

Alateen (& Al-Anon) Mid Peninsula Information 650/592-7935

720 El Camino Real, Belmont, CA 94002

Call for dates and times. Support group for teenage children of alcoholics. Drop-ins welcome.

Catholic Charities 650/295-2160

36 37th Ave., San Mateo, CA.

Child Care Coordinating Council 650/696-8787

700 S. Claremont, San Mateo, CA

Children's Protective Services 650/595-7922

400 Harbor Blvd., Belmont, CA

Family and Community Enrichment Services, Inc. 650/591-9623

610 Elm Street, San Carlos, CA

Serves Belmont area with individual and family counseling services.

Family Stress Service of San Mateo County 650/368-6655

1860 El Camino Real, Burlingame, CA

Offers 24-hour hotline, crisis intervention, drop-in and outreach services for families and individuals within families experiencing violent abuse, communication problems, and difficulties with parent/child relationships.

Jewish Family and Children's Services 650/591-8991
490 El Camino Real, Belmont, CA

Parental Stress Hotline 650/327-3333
24-hour hotline. Teenagers may also call.

Parents' Educational Resource Center 650/572-9161
1730 Amphlett Blvd., Suite 130 San Mateo, CA.
The Parents' Educational Resource Center (PERC) is a nonprofit organization that helps parents who have children with learning disabilities.

Mills-Peninsula Health Services Community Ed. 650/696-5400
1783 El Camino Real, Burlingame, CA
Mental health center has several drop-in groups, including parent groups for grief and loss counseling and single parenting.

Poison Control Center 1-800-876-4766; 1-800-972-3323 (TDD)

Suicide Prevention & Crisis Center 650/368-6655
1860 El Camino Real, Burlingame, CA

Teen Helpline/24 hour calls 1-800-877-7675 ; also 650/327-8336

Toughlove-San Mateo Parents Support Group 650/327-3333
Parent support group practicing the Toughlove Program.
Meets weekly. Contact school for specific details.

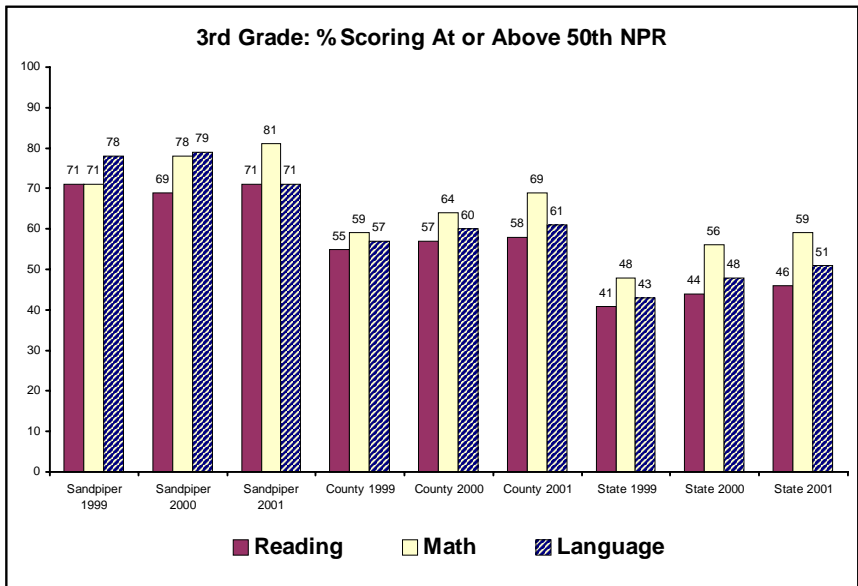
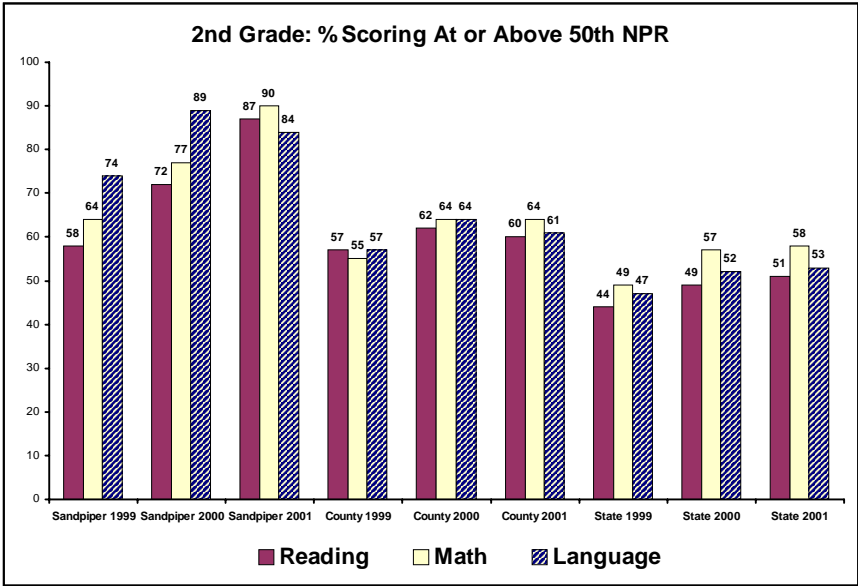
APPENDIX B. EDUCATION ABBREVIATIONS

ADA	Average Daily Attendance
API	Academic Performance Index
BFA	Belmont Faculty Association
CBEDS	California Basic Education Data System
CBEST	California Basic Education Skills Test
CLAS	California Learning Assessment System
CSBA	California School Boards Association
CSEA	California School Employees Association
CTA	California Teachers Association
ELL	English Language Learners
FTE	Full-Time Equivalent
GATE	Gifted and Talented Education
IEP	Individualized Education Program
LEP	Limited English Proficient
PAR	Peer Assistance & Review
PTA	Parent Teacher Association
PQR	Program Quality Review
PL94-142	Public Law 94-142 Education for All Handicapped Children Act
RSP	Resource Specialist Program
SARC	School Accountability Report Card
SIP	School Improvement Program
SDC	Special Day Class
SDE	State Department of Education
SSC	School Site Council
STAR	Standardized Testing and Reporting

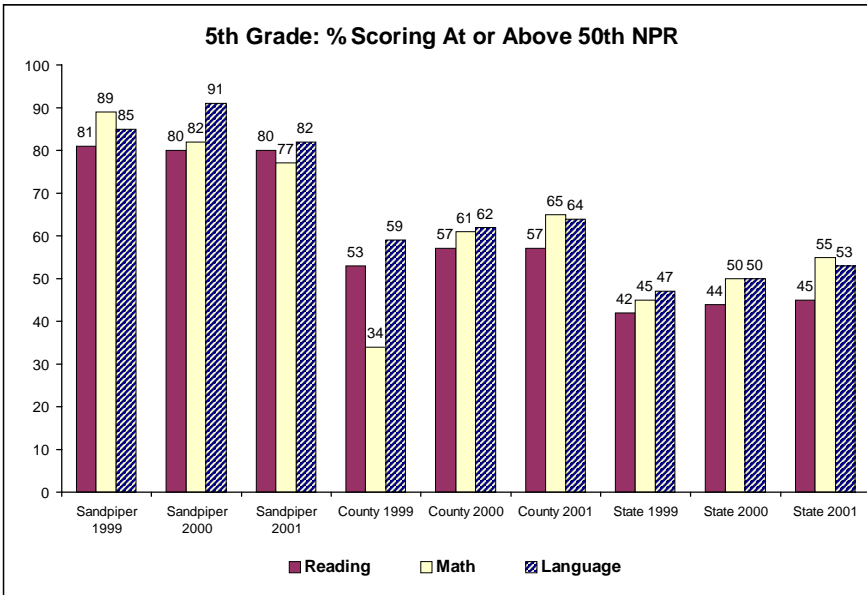
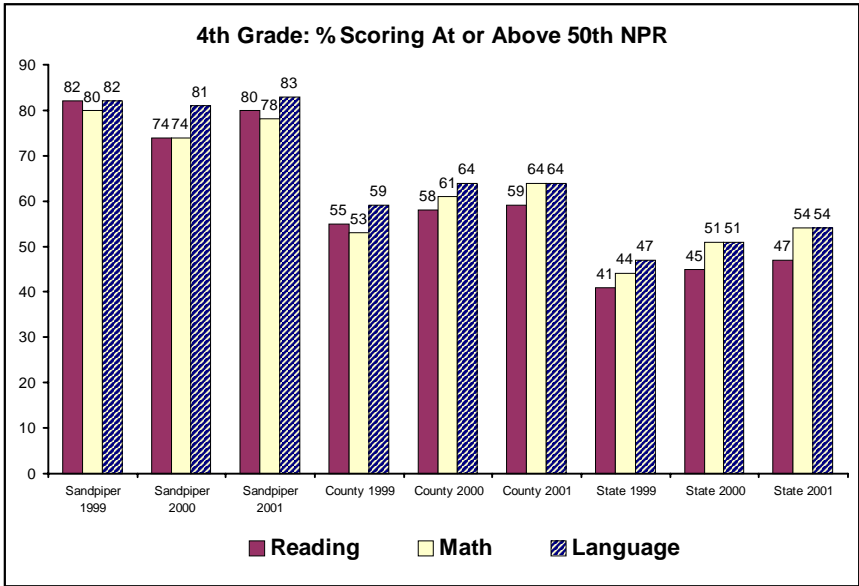
APPENDIX C. STAR REPORT SUMMARY CHARTS

Comparison by Area (School, County, State)

The number of students tested affects changes in test results. **Year-to-year variation is greater for small numbers of students than for large numbers of students**, so small changes at the state level are more likely to be "real" than are the same changes for schools or small districts.



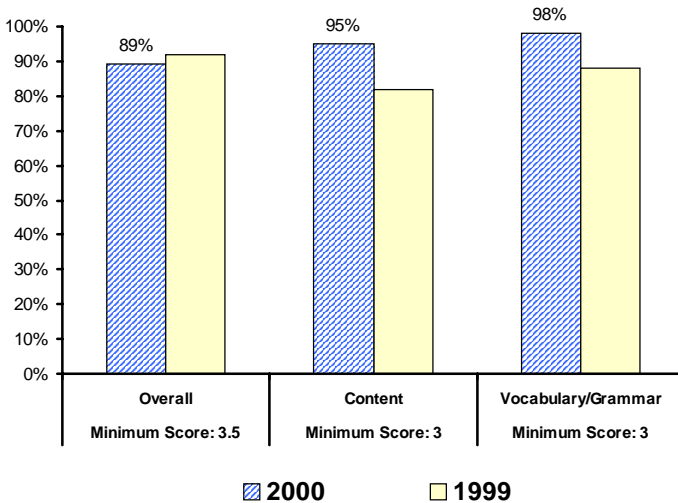
Comparison by Area (School, County, State)



APPENDIX D. CTB WRITING ASSESSMENT RESULTS

In March 2001, 4th grade students took a writing performance assessment as part of the STAR program. 2001 scores will provide base line data. Because data for 3 years is unavailable under this new program, the previous CTB results are shown here. Note that results for different school years are based on scores of different student groups (classes) and include scores of students enrolled in this District for less than one year. These trends cannot be used to conclude the presence or absence of student growth from one year to the next. Students scoring below the minimum level are encouraged to attend summer school and/or are provided with an education plan to help them achieve the minimum level of proficiency.

% of 4th Graders Scoring At or Above Minimum Standard



CTB Writing Assessment: Overall

