

# School Accountability Report Card Reported for School Year 2003-2004

*Published During 2004-2005*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
<b>School Name</b>	Sandpiper Elementary	<b>District Name</b>	Belmont-Redwood Shores Elementary
<b>Principal</b>	Cherie Ho (Lynn Bjorkquist as of 1/3/2005)	<b>Superintendent</b>	John McIntosh
<b>Street</b>	801 Redwood Shores Pkwy	<b>Street</b>	2960 Hallmark Dr.
<b>City, State, Zip</b>	Redwood City, CA 94065-	<b>City, State, Zip</b>	Belmont, CA 94002-2943
<b>Phone Number</b>	650-631-5510	<b>Phone Number</b>	650-637-4800
<b>FAX Number</b>	650-631-5515	<b>FAX Number</b>	650-637-4811
<b>Web Site</b>	<a href="http://www.belmont.k12.ca.us/main/sandpiper/">www.belmont.k12.ca.us/main/sandpiper/</a>	<b>Web Site</b>	<a href="http://www.belmont.k12.ca.us/">www.belmont.k12.ca.us/</a>
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## School Description and Mission Statement

### 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.

### 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.

## Opportunities for Parental Involvement

Contact Person Name	Michele Carlsen	Contact Person Phone Number	650-508-0757
<ul style="list-style-type: none"> <li>• Classroom field trips</li> <li>• Founders' Day</li> <li>• Kollage Art</li> <li>• Computer education</li> <li>• Classroom supplies</li> <li>• Red Ribbon Week</li> <li>• Fun Food Lunch</li> </ul>		<ul style="list-style-type: none"> <li>• Non-A-Thon fundraiser</li> <li>• Parent education</li> <li>• Adopt-A-Book</li> <li>• Monetary gifts and donations</li> <li>• Book Fair</li> <li>• Assemblies</li> <li>• Field Trips</li> </ul>	

## I. Demographic Information

### Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	112	Grade 9	0
Grade 1	98	Grade 10	0
Grade 2	77	Grade 11	0
Grade 3	92	Grade 12	0
Grade 4	65	Ungraded Secondary	0
Grade 5	82		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	526

### Student Enrollment, by Ethnic Group

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

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	6	1.1	Hispanic or Latino	18	3.4
American Indian or Alaska Native	0	0.0	Pacific Islander	2	0.4
Asian	170	32.3	White (Not Hispanic)	253	48.1
Filipino	13	2.5	Multiple or No Response	64	12.2

## II. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	October 2004	Date Last Discussed with Staff	September 2004
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#### SCHOOL SAFETY PLAN for 2003-2004 and 2004-2005

A school safety plan is revised and adopted each year by the School Site Council. Specific procedures for evacuation of buildings, communication and disbursement of emergency supplies are outlined in an emergency handbook in the office and on the school website. Specific responsibilities are given to adults for supervision of students in a safe location when a disaster occurs. Fire drills and earthquake disaster preparedness are practiced during the school year in cooperation with the local fire and police departments. Staff and parent telephone trees and emergency supplies are updated each year.

### Emergency Procedures for Sandpiper School

Should an emergency situation (such as an earthquake, chemical spill, power failure, civil disaster, or any other event that interrupts regular school activity) occur while school is in session, Sandpiper's basic response plan will be as follows:

No student will be dismissed from school unless a parent (or individual previously designated by a parent) comes for him/her.

No student will be allowed to leave with another person unless that particular person is listed on the student's emergency card in our files. If your child's emergency card is not up to date, please give us correct information.

We do ask your help in the following areas:

1. Please **DO NOT CALL THE SCHOOL**. We must have the lines open for emergency calls.
2. As soon as possible, come to school to pick up your child and any other children for whom you are the emergency card designee.
3. Park in designated parking spaces. Leave the driveway clear for emergency vehicles.

4. If, at the direction of public officials (fire, police, etc.), the children have been relocated to another site for safety, an announcement will be made on Bay Area radio stations and television. A public information line will also be maintained at the District Office, (650) 637-4800, and the PTA will initiate a telephone tree.
5. Be sure you have told your student to follow the directions of school personnel.
6. If there is a need to evacuate, we would be at the parking lot of the Community Center next door.

## **Emergency Procedures for Disaster**

### **Fire Drill:**

Alarm will automatically be activated in each classroom with corresponding strobe lights. All students and staff will exit rooms to outside corridors and quickly walk to the play field area in single class lines. Teacher will immediately count all students to confirm attendance and location of each student. Teachers will hold up green cards to designate that all students are accounted for. Red Cards will be held up indicating missing students. Classroom teachers will exit with emergency bag in hand which contains emergency cards and supplies.

### **Earthquake:**

Alarm and/or paging system will alert all students and staff to exit and convene on the play field area. Duck and cover exercise will be used in the classrooms before exit. Emergency cards will be used to exit students from the campus. Emergency provisions are available from custodian's closet next to Room 11. Ten gallons of bottled water are available for every 20 students plus a small food supply (crackers, oatmeal bars, etc.) for extended stay in an emergency situation.

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

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

### **Security Levels:**

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

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

## **School Programs and Practices that Promote a Positive Learning Environment**

Sandpiper School is a cluster of enhanced modular buildings that depict the ambiance 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, multipurpose 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.

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
<b>Number of Suspensions</b>	0	0	0	58	61	34
<b>Rate of Suspensions</b>	0%	0%	0%	2.32%	2.4%	1.38%
<b>Number of Expulsions</b>	0	0	0	0	6	1
<b>Rate of Expulsions</b>	0%	0%	0%	0%	.24%	.04%

## School Facilities

**Age of Buildings:** This school has 23 classrooms, a library, a multipurpose room, and administrative offices (in 2004-2005). The main buildings were constructed in 1997.

**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.

In 2003-2004, Sandpiper had 22 classrooms. All of the classrooms at Sandpiper are used for regular instruction. Resource specialist, reading, and speech and language programs are housed in a small classroom. Other classrooms in the community center provide space for special needs, classroom music, 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 multi-use 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.

### III. Academic Data

#### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

#### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

#### CST - All Students

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

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	66	72	71	57	58	57	32	35	36
Mathematics	70	77	78	53	59	60	31	35	34

<b>Science</b>			54		0	49	30	27	25
<b>History-Social Science</b>					47	49	28	28	29

### CST - Racial/Ethnic Groups

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

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
<b>English-Language Arts</b>			81	73	62		68
<b>Mathematics</b>			88	73	38		78
<b>Science</b>			74				48
<b>History-Social Science</b>							

### CST - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
<b>English-Language Arts</b>	65	76			71	55	72	
<b>Mathematics</b>	77	78			78	70	78	
<b>Science</b>	68	44			54		55	
<b>History-Social Science</b>								

### Norm-Referenced Test (NRT)

Reading and mathematics results from the California Schievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>Reading</b>	---	70	73	---	65	65	---	43	43
<b>Mathematics</b>	---	81	83	---	71	73	---	50	51

### NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading			78	64	62		75
Mathematics			91	86	62		85

## NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	66	80			74	50	75	
Mathematics	82	84			83	75	84	

## Local Assessment

The District is currently developing a new local assessment system. At this time, the CST and NRT data (see above) is used for program design and instructional purposes.

## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	41.7	32.5	53.1	41.3	39.4	43.0	24.8	26.7	22.9
7				50.2	53.2	47.1	29.1	31.3	27.0
9							26.3	25.3	27.2

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

### Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>Percent Tested</b>	100	100	100	<b>Percent Tested</b>	100	100	99
<b>API Base Score</b>	840	860	890	<b>API Growth Score</b>	861	883	894
<b>Growth Target</b>	A	A	A	<b>Actual Growth</b>	21	23	4
<b>Statewide Rank</b>	9	10	10				
<b>Similar Schools Rank</b>	1	1	10				

### API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>African-American</b>				<b>African-American</b>			
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Asian</b>				<b>Asian</b>			
<b>API Base Score</b>	905	931	932	<b>API Growth Score</b>	922	922	940
<b>Growth Target</b>	A	A	A	<b>Actual Growth</b>	17	-9	8

Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	839	851	883	API Growth Score	854	876	887
Growth Target	A	A	A	Actual Growth	15	25	4

### API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score			930	API Growth Score		925	
Growth Target			A	Actual Growth			

### State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

### Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement	---	---
Year in Program Improvement	---	---
Year Exited Program Improvement	---	---
Number of Schools Currently in Program Improvement	---	0

<b>Percent of Schools Identified for Program Improvement</b>	---	0.0
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### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
<b>All Students</b>	---	Yes	Yes	---	Yes	Yes
<b>Subgroups</b>						
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
<b>All Students</b>	---	Yes	Yes	---	Yes	Yes
<b>African American</b>	---	n/a	n/a	---	n/a	n/a
<b>American Indian or Alaska Native</b>	---	n/a	n/a	---	n/a	n/a
<b>Asian</b>	---	Yes	Yes	---	Yes	Yes
<b>Filipino</b>	---	n/a	n/a	---	n/a	n/a
<b>Hispanic or Latino</b>	---	n/a	n/a	---	Yes	Yes
<b>Pacific Islander</b>	---	n/a	n/a	---	n/a	n/a
<b>White (not Hispanic)</b>	---	Yes	Yes	---	Yes	Yes
<b>Socioeconomically Disadvantaged</b>	---	Yes	n/a	---	Yes	n/a
<b>English Learners</b>	---	n/a	n/a	---	n/a	n/a
<b>Students with Disabilities</b>	---	n/a	n/a	---	Yes	Yes

## IV. School Completion (Secondary Schools)

**No data are available for this section (Sandpiper is an elementary school)**

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

	2002	2003	2004
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Grade	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.8	4			20.0	5			18.7	7		
1	20.0	4			20.0	4			20.0	5		
2	20.0	3			20.0	4			19.3	4		
3	19.8	4			20.0	3			20.0	3		
4	25.0		2		26.7		3		27.3		3	
5	28.0		2		24.8		4		27.3		4	
6												
K-3	20.0	1			20.0	1			20.0	1		
3-4	20.0	1							19.0	1		
4-8												
Other												

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

**No data are available for this section**

### Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## VI. Teacher and Staff Information

### Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB

compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
<b>This School</b>	0.0	---
<b>All Schools in District</b>	---	0.0
<b>High-Poverty Schools in District</b>	---	0.0
<b>Low-Poverty Schools in District</b>	---	0.0

## Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
<b>Total Teachers</b>	24	29	28
<b>Teachers with Full Credential</b>	22	28	28
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	0	0	0
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	1	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	1	1	0
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
<b>Misassignments of Teachers of English Learners</b>	---	---	0
<b>Total Teacher Misassignments</b>	---	---	0

## Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
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<b>Doctorate</b>	0.0	0.0
<b>Master's Degree plus 30 or more semester hours</b>	10.7	8.8
<b>Master's Degree</b>	7.1	17.5
<b>Bachelor's Degree plus 30 or more semester hours</b>	82.1	72.3
<b>Bachelor's Degree</b>	0.0	1.5
<b>Less than Bachelor's Degree</b>	0.0	0.0

## Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
<b>Vacant Teacher Positions</b>	---	---	0

## Teacher Evaluations

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.

## Substitute Teachers

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.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
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:	
<b>Band/String/Vocal/Music Teacher</b>	.5
<b>Gifted and Talented Education (GATE) Teacher</b>	
<b>PE Teacher (Grades 1 - 5)</b>	

<b>Psychologist</b>	.2
<b>Resource Specialist Program Teacher</b>	.5
<b>Resource Specialist Program Assistant</b>	.75
<b>Reading Teacher</b>	.5
<b>Speech &amp; Language Specialist</b>	.4

## VII. Curriculum and Instruction

### School Instruction and Leadership

#### 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
- Reading Specialist services
- Gifted and Talented Education (GATE) Program
- Special Education programs
- School Psychologist services

#### 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.

## **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 two days of staff development before the students return to school. Staff development days were conducted during the school year on shortened Wednesdays. 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. Special Education
- f. Curriculum and Instructional Practices
- g. Standards and Assessment

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

## **Quality and Currency of Textbooks and Other Instructional Materials**

### **Classroom Textbooks and Materials**

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

- Everyday Mathematics
- Houghton-Mifflin English Language Arts Series
- Rebecca Sitton Sourcebook for Spelling
- Houghton Mifflin for History/Social Science
- Silver Burdett Music Series
- Full Option Science System (FOSS) /Discovery Works

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.

### Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient standards-aligned textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

Sufficient standards-aligned textbooks and other instructional materials were available for each pupil in the school.

### Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	37,800	36,000
1	52,505	50,400
2	52,505	50,400
3	52,505	50,400
4	55,125	54,000
5	55,125	54,000

### Total Number of Minimum Days

The school held 47 minimum days. Thirty-six were on Wednesdays; the others are used for parent conferences, last day of school, etc. Four of the minimum days, for parent conferences, were conducted at the end of the Fall and Spring Progress Report periods.

## VIII. Postsecondary Preparation (Secondary Schools)

**No data are available for this section (Sandpiper is an elementary school)**

## IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

### Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$31,641	\$35,949
<b>Mid-Range Teacher Salary</b>	\$58,575	\$55,680
<b>Highest Teacher Salary</b>	\$75,656	\$69,175
<b>Average Principal Salary (Elementary)</b>	\$95,995	\$85,767
<b>Average Principal Salary (Middle)</b>	\$100,389	\$88,426
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>	\$125,600	\$118,606
<b>Percent of Budget for Teacher Salaries</b>	39.3	42.5
<b>Percent of Budget for Administrative Salaries</b>	7.2	5.9

### Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$20,100,257	\$8,104	\$6,542	\$6,822

### Types of Services Funded (2003-2004)

These services were funded by the district during the 2003-2004 school year.

<ul style="list-style-type: none"> <li>• Reg. Ed</li> <li>• CSR</li> <li>• Guidance</li> <li>• Music</li> <li>• Summer School</li> <li>• Community day school</li> <li>• Gov's Perf awards</li> <li>• API donations</li> <li>• ODE</li> </ul> <p>Special Education</p> <ul style="list-style-type: none"> <li>• Psychologists</li> <li>• County Sp Ed</li> <li>• Speech</li> <li>• SP Ed IDEA</li> <li>• RSP, SDC &amp; NPS</li> <li>• Transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Classified Staff</li> <li>• Benefits</li> <li>• Books &amp; Supplies</li> <li>• Services</li> <li>• Equipment</li> <li>• Health Services</li> <li>• Food Services</li> <li>• Title I</li> <li>• Drug</li> <li>• Teacher Quality</li> <li>• Title II</li> <li>• Title III</li> <li>• Title III not LEA</li> <li>• Title VI</li> <li>• Title VI (CSR)</li> <li>• Dist Block Grant</li> <li>• NBCT</li> <li>• ELLP</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Library</li> <li>• Public School Library</li> <li>• Lottery Prop 20</li> <li>• Tolerance Ed</li> <li>• School Safety</li> <li>• TUPE</li> <li>• Arts Ed Partnership</li> <li>• EIA</li> <li>• Ed. Tech</li> <li>• GATE</li> <li>• Instructional Materials</li> <li>• IMFRP</li> <li>• Standards Based</li> <li>• Instructional Mat/Staff Buyout</li> <li>• Miller Unruh</li> <li>• Oracle Grant</li> <li>• ACSD Grant</li> <li>• SIP</li> </ul>
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