

# School Accountability Report Card Reported for School Year 2004-2005

*Published During 2005-2006*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	Sandpiper Elementary	<b>District Name</b>	Belmont-Redwood Shores Elementary
<b>Principal</b>	Sue Wieser 8/2005 Lynn Bjorkquist 12/04-6/05 Cherie Ho, 7/04-12/04	<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 94065-2279	<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>
<b>E-mail Address</b>	<a href="mailto:swieser@belmont.k12.ca.us">swieser@belmont.k12.ca.us</a> <a href="mailto:lbjork@belmont.k12.ca.us">lbjork@belmont.k12.ca.us</a>	<b>E-mail Address</b>	<a href="mailto:jmcintosh@belmont.k12.ca.us">jmcintosh@belmont.k12.ca.us</a>
<b>CDS Code</b>	41-68866-6114771	<b>SARC Contact</b>	<a href="mailto:Jeannie.Bosley@belmont.k12.ca.us">Jeannie Bosley</a> < <a href="mailto:jbosley@belmont.k12.ca.us">jbosley@belmont.k12.ca.us</a> >

### School Description and Mission Statement

Information about the school, its programs, and its goals.

#### 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

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

<b>Contact Person Name</b>	<b>Michele Carlsen</b>	<b>Contact Person Phone Number</b>	<b>650-508-0757</b>
<ul style="list-style-type: none"> <li>• Classroom field trips</li> <li>• Founders' Day</li> <li>• Art enrichment</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>	

## II. Demographic Information

### Student Enrollment -- 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	90	Grade 9	0
Grade 1	108	Grade 10	0
Grade 2	100	Grade 11	0
Grade 3	75	Grade 12	0
Grade 4	92	Ungraded Secondary	0
Grade 5	57		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	<b>Total Enrollment</b>	<b>522</b>

### Student Enrollment -- Racial and Ethnic Subgroups

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

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	7	1.3	Hispanic or Latino	17	3.3
American Indian or Alaska Native	0	0.0	Pacific Islander	2	0.4
Asian	169	32.4	White (Not Hispanic)	226	43.3
Filipino	17	3.3	Multiple or No Response	84	16.1

## III. School Safety and Climate for Learning

### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

<b>Date of Last Review/Update</b>	<b>October 2005</b>	<b>Date Last Discussed with Staff</b>	<b>September 2005</b>
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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 each classroom. Bottled water and a small food supply (crackers, oatmeal bars, etc.) are stored for an 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

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

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. 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 resulted 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.

	School			District		
	2003	2004	2005	2003	2004	2005
<b>Number of Suspensions</b>	0	0	1	61	34	23
<b>Rate of Suspensions</b>	0%	0%	.19%	2.4%	1.38%	.94%
<b>Number of Expulsions</b>	0	0	0	6	1	12
<b>Rate of Expulsions</b>	0%	0%	0%	.24%	.04%	.49%

## IV. School Facilities

### School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

**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 2004-2005, 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.

## School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 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 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### 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 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	72	71	72	58	57	65	35	36	40
Mathematics	77	78	77	59	60	66	35	34	38
Science		54	66	0	49	49	27	25	27

History-Social Science				47	49	48	28	29	32
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### CST -- Racial and Ethnic Subgroups

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

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	*	*	83	45	50	*	71
Mathematics	*	*	89	73	33	*	75
Science			74	*	*	*	71
History-Social Science							

### CST -- Other Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	70	74	*	*	58	
Mathematics	78	75	*	*	68	
Science	59	72	*		*	
History-Social Science						

### Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	70	73	57	65	65	67	43	43	41
Mathematics	81	83	84	71	73	74	50	51	52

### NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	*		82	*	*		61
Mathematics	*		94	*	*		82

### NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	65	47	*	*	*	
Mathematics	89	78	*	*	*	

## Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

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) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE 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	0.0	0.0		25.0	26.4	23.6	24.5	26.7	22.3
7				56.6	68.2	48.4	28.8	30.9	26.8
9							26.7	25.8	27.5

## 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 API Base 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.

**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 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

## API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>Percent Tested</b>	100	100	99	<b>Percent Tested</b>	100	99	100
<b>API Base Score</b>	860	890	887	<b>API Growth Score</b>	883	894	884

<b>Growth Target</b>	A	A	A	<b>Actual Growth</b>	23	4	-3
<b>Statewide Rank</b>	10	10	10				
<b>Similar Schools Rank</b>	1	10	2				

### API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>African American</b>				<b>African American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score	931	932	931	API Growth Score	922	940	933
Growth Target	A	A	A	Actual Growth	-9	8	2
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	851	883	876	API Growth Score	876	887	877
Growth Target	A	A	A	Actual Growth	25	4	1

### API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
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.*

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments

- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

### AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes

### AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	N/A	N/A	Yes	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	Yes	Yes	Yes

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		
Year in Program Improvement (Implementation Level)		
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

## VI. School Completion (Secondary Schools)

**Sandpiper is an Elementary school. No data are available for this section**

## VII. 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.

Grade	2003				2004				2005			
	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	20.0	5			18.7	7			19.3	6		
1	20.0	4			20.0	5			19.6	5		
2	20.0	4			19.3	4			20.0	5		
3	20.0	3			20.0	3			18.8	4		
4	26.7		3		27.3		3		30.0		4	
5	24.8		4		27.3		4		27.5		2	
6												
K-3	20.0	1			20.0	1			20.0	1		
3-4					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

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		
	2003	2004	2005
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects 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. More information on teacher qualifications required under NCLB can be found at the CDE Web site at

<http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100.0
All Schools in District	88.8
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	88.8

### 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 counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	29	28	29

<b>Teachers with Full Credential</b>	28	28	29
<b>Teachers Teaching Outside Subject Area</b> (full credential teaching outside subject area)	0	0	0
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	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	0	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, including positions that involve teaching English learners, 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. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0

### Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
<b>Doctorate</b>	0.0	0.0
<b>Master's Degree plus 30 or more semester hours</b>	6.9	5.9
<b>Master's Degree</b>	10.3	20.0
<b>Bachelor's Degree plus 30 or more semester hours</b>	82.8	72.6
<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. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Vacant Teacher Positions</b>	0	0	0

### Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

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

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

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>	.75
<b>Speech &amp; Language Specialist</b>	.4

## IX. Curriculum and Instruction

### School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

#### Course of Study

- English/Language Arts
- Mathematics
- Science
- History/Social Science
- Visual and Performing Arts
- Physical Education
- Health

#### Instruction and Support for Special Needs

"Pull-out" programs for students with specialized needs have been scheduled in order to provide an in-depth program for all students. Support for special needs of students begins with Student Study Teams who, meeting regularly, develop strategies to help students become more successful in school. 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 and the staff develop the Single Plan for Student Achievement, establish resources for staff development, and approve 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. Grades K-3 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

Information about the program for training the school's teachers and other professional staff.

Staff development activities are determined through a process which begins with the staff identifying needs that are related to the goals identified in the School Improvement Plan. District-wide needs identified through the "Futures" planning process are also incorporated into the plans for staff development. The calendar and topics for staff development conducted on non-student days are identified in the School Improvement Plan each year. Sandpiper 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 Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school 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. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin: <i>Reading</i> 2002 – 2003
Mathematics	McGraw Hill: <i>Everyday Mathematics</i> 2002 – 2003
Science	Harcourt Brace, <i>FOSS</i> , Houghton Mifflin 2001 – 2002
History-Social Science	K-2 Harcourt Brace: <i>Social Studies C2000</i> 1999-2000 3-5 McGraw Hill: <i>Adventures in Time and Place</i> 1999-2000 Note: New standards based textbooks will be adopted in 2006 – 2007

## Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) 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, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	One textbook per child
Mathematics	One textbook per child

Science	Instructional kits and shared class sets
History-Social Science	One textbook per child
Foreign Language	N/A
Health	N/A

### Instructional Minutes

Data reported compare 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

### Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

The school 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.

## X. Postsecondary Preparation (Secondary Schools)

**Sandpiper is an Elementary school. No data are available for this section**

## XI. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries 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. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,508	\$36,605
Mid-Range Teacher Salary	\$62,031	\$56,479
Highest Teacher Salary	\$80,120	\$69,452
Average Principal Salary (Elementary)	\$98,579	\$86,793
Average Principal Salary (Middle)	\$104,620	\$89,269
Average Principal Salary (High)		
Superintendent Salary	\$127,200	\$122,177
Percent of Budget for Teacher Salaries	41.0	42.3
Percent of Budget for Administrative Salaries	7.4	5.9

### District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$17,740,635	\$7,335	\$6,643	\$6,919

### Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

<ul style="list-style-type: none"> <li>• Regular Education</li> <li>• Class Size Reduction</li> <li>• Guidance</li> <li>• Music</li> <li>• Summer School</li> <li>• Community Day School</li> <li>• Governor's Performance Awards</li> <li>• API donations</li> <li>• Outdoor Education</li> <li>• School Force</li> <li>• After School Sports</li> <li>• Homework Centers</li> <li>• Local Grants</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>• Home to School 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 V</li> <li>• Dist Block Grant</li> <li>• ELLP</li> <li>• National Board Certified Teachers</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>• Tobacco Use Preventions Education</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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