

Executive Summary School Accountability Report Card, 2005-06

For Sandpiper Elementary School

Address: 801 Redwood Shores Pkwy., Redwood City CA 94065-
Principal: Sue Wieser

Phone Number: (650) 631-5510
Grade Span: 1-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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 in the district, established in September 1997. 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. The Sandpiper community values its children and places a high priority on education. They are actively involved at the school and work in partnership with the staff to provide a positive learning experience for students. Families enthusiastically support the Parent Teacher Association, School Site Council and various other committees on campus. Parents and community members volunteer countless hours to enrich the educational program. Our students are bright happy children who are eager to come to school.

Student Enrollment

Group	Enrollment
Number of Students	451
African American	2.2 %
American Indian or Alaska Native	0.0 %
Asian	31.7 %
Filipino	2.7 %
Hispanic or Latino	1.6 %
Pacific Islander	1.3 %
White (Not Hispanic)	42.1 %
Multiple or No Response	18.4 %
Socioeconomically Disadvantaged	0.9 %
English Learners	4.0 %
Students with Disabilities	6.0 %

Teachers

Indicators	Teachers
Teachers With Full Credential	26
Teachers Without Full Credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The most recent site inspection reports were satisfactory.

Repairs Needed

Repairs were completed as needed.

Corrective Actions Taken or Planned

All corrective actions have been completed.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	0 %
Health	0 %

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	78
Mathematics	82
Science	56
History-Social Science	N/A

School Finances 2004-2005

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,676
District	\$7,497
State	\$4,743

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	906
Statewide Rank (from 2005 API Base Report)	10
2006-07 Program Improvement Status	N/A

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School Information		District Information	
School Name	Sandpiper Elementary	District Name	Belmont-Redwood Shores Elementary
Principal	Sue Wieser	Superintendent	John McIntosh (05-06); Dr. Emerita Orta-Camilleri (06-07)
Street	801 Redwood Shores Pkwy	Street	2960 Hallmark Dr.
City, State, Zip	Redwood City, CA 94065-2279	City, State, Zip	Belmont, CA 94002-2943
Phone Number	650-631-5510	Phone Number	650-637-4800
FAX Number	650-631-5515	FAX Number	650-637-4811
Web Site	www.belmont.k12.ca.us/main/sandpiper/	Web Site	www.belmont.k12.ca.us
E-mail Address	swieser@belmont.k12.ca.us	Email Address	EOrta-Camilleri@belmont.k12.ca.us
CDS Code	41-68866-6114771	SARC Contact	Jeannie.Bosley@belmont.k12.ca.us

School Description and Mission Statement

This section provides information about the school's goals and programs.

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 in the district, established in September 1997. The Sandpiper community places a high priority on education and is actively involved in the school. Families enthusiastically support the Parent Teacher Association, School Site Council and various other committees on campus. Parents and community members volunteer countless hours to enrich the educational program.

Mission Statement

Sandpiper School is committed to working with our community to provide a high quality educational program that allows students to meet their academic potential in an environment that inspires a love of learning. Students will develop a strong work ethic, exhibit high self esteem, learn self management skills and accept responsibility for their actions.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

<ul style="list-style-type: none"> • Classroom field trips • Founders' Day • Art enrichment • Technology education • Classroom supplies • Red Ribbon Week • Fun Food Lunch 	<ul style="list-style-type: none"> • Non-A-Thon fundraiser • Parent education • Adopt-A-Book • Monetary gifts and donations • Book Fair • Assemblies • Field Trips
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Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	107	Ungraded Elementary	0
Grade 2	97	Grade 9	0

Grade 3	94	Grade 10	0
Grade 4	63	Grade 11	0
Grade 5	90	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	451

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.2	White (not Hispanic)	42.1
American Indian or Alaska Native	0.0	Multiple or No Response	18.4
Asian	31.7	Socioeconomically Disadvantaged	0.9
Filipino	2.7	English Learners	4.0
Hispanic or Latino	1.6	Students with Disabilities	6.0
Pacific Islander	1.3	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04				2004-05				2005-06			
	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	18.7	7			19.3	6						
1	20.0	5			19.6	5			17.7	6		
2	19.3	4			20.0	5			19.8	5		
3	20.0	3			18.8	4			18.8	6		
4	27.3		3		30.0		4		29.0		3	
5	27.3		4		27.5		2		29.7		3	
6												
K-3	20.0	1			20.0	1						
3-4	19.0	1							20.0	1		
4-8												
Other												

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update	October 2006	Date Last Discussed with Staff	September 2006
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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 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 in the emergency shed. Bottled water and a small food supply 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 Discipline Practices

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

The Sandpiper School Community takes pride in their school and maintains a strong commitment to support the educational process within the classrooms. The school believes that all students and staff have a right to work and learn in a safe clean environment. Staff, students and the community work together to promote a positive learning environment by following rules and treating each other with respect. Students are encouraged to keep a safe and clean learning environment through recycling 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, Don't Laugh at Me and the Drug Awareness and Resistance Education (DARE) Program.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06

Suspensions	0%	.19%	0%	1.38%	.94%	4.83%
Expulsions	0%	0%	0%	.04%	.49%	.08%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Age of Buildings: This school has 23 classrooms, a library, a multipurpose room, and administrative offices (in 2005-2006). 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 2005-2006, Sandpiper had 23 classrooms which 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 and parent education.

Our school has over 160 computers within the classrooms and in a computer lab. The lab is used for direct instruction of applications for all students and staff with 20 workstations available in the technology lab. A portable cart with 10 lap tops is also available for use in classrooms. Every teacher in the District has a computer for both instruction and classroom management. Every staff member has a telephone number and voice mailbox.

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 Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action 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			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	28	29	26	137
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	9

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

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

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Qualified substitute teachers are available when school personnel are absent. Substitute teachers are required to have a bachelors degree and pass the CBEST test.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

The teaching staff is evaluated on a regular basis by the principal. New teachers are evaluated every year until they have earned tenure status and permanent teachers are evaluated every other year. Evaluations are based on the California Standards for the Teaching Profession.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		

Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)	1.0	---
Psychologist	.4	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.8	---
Resource Specialist (non-teaching)	.5	---
Other (Inclusion aide and Paraprofessionals)	4.0	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin: <i>Reading</i> 2002 – 2003	0%
Mathematics	McGraw Hill: <i>Everyday Mathematics</i> 2002 – 2003	0%
Science	Harcourt Brace, FOSS, Houghton Mifflin 2001 – 2002 Note: New standards based textbooks will be adopted in 2007 – 2008	0%
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	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,167	\$1,491	\$6,676	\$61,469
District	---	---	\$7,497	\$63,976
Percent Difference - School Site and District	---	---	89%	96.08%
State	---	---	\$4,743	\$56,471
Percent Difference - School Site and State	---	---	141%	109%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

<ul style="list-style-type: none"> ● Regular Education ● After School Sports ● API donations ● Class Size Reduction ● Community Day School ● Governor's Performance Awards ● Guidance ● Homework Centers 	<ul style="list-style-type: none"> ● Teachers ● Classified Staff ● Benefits ● Books & Supplies ● Dist Block Grant ● Drug Free/Title IV ● ELLP ● Equipment 	<ul style="list-style-type: none"> ● ACSD Grant ● Arts Ed Partnership ● Classroom Library ● EIA ● Ed. Tech ● GATE ● Instructional Materials ● Instructional Mat/Staff Buyout
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<ul style="list-style-type: none"> • Music • Outdoor Education • Summer School • School Force • Local Grants <p>Special Education</p> <ul style="list-style-type: none"> • Home to School Transportation • County Sp Ed • Psychologists • Speech • SP Ed IDEA • RSP, SDC & NPS 	<ul style="list-style-type: none"> • Food Services • Health Services • Teacher Quality • Title I • Title II • Title III • Title III not LEA • Title V • Title VI • School Safety Violence Prevention • Services • National Board Certified Teachers • BTSA • Staff Development 	<ul style="list-style-type: none"> • IMFRP • Lottery Prop 20 • Miller Unruh • Oracle Grant • Public School Library • School Safety • SIP • Standards Based • Tobacco Use Preventions Education • Tolerance Ed • TUPE Elementary
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Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can 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/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,508	\$37,797
Mid-Range Teacher Salary	\$62,031	\$57,601
Highest Teacher Salary	\$80,120	\$71,233
Average Principal Salary (Elementary)	\$114,465	\$88,676
Average Principal Salary (Middle)	\$118,950	\$91,944
Average Principal Salary (High)		\$81,156
Superintendent Salary	\$144,067	\$127,179
Percent of Budget for Teacher Salaries	38.9	42.1
Percent of Budget for Administrative Salaries	8.0	5.8

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	71	72	78	57	65	70	36	40	42
Mathematics	78	77	82	60	66	73	34	38	40
Science	54	66	56	49	49	59	25	27	35
History-Social Science				49	48	63	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native				
Asian	85	93	67	
Filipino	*	*	*	
Hispanic or Latino	*	*	*	
Pacific Islander	*	*	*	
White (Not Hispanic)	77	82	52	
Male	75	84	51	
Female	81	80	60	
Economically Disadvantaged	*	*		
English Learners	36	64	*	
Students with Disabilities	70	70	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	73	57	66	65	67	68	43	41	42
Mathematics	83	84	87	73	74	75	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian	67	90
Filipino	*	*
Hispanic or Latino		
Pacific Islander	*	*
White (not Hispanic)	65	85
Male	57	89
Female	74	86
Economically Disadvantaged	*	*
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this

table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

District Writing Assessment Spring 2006 Grades 2 - 6										
Second Grade		Third Grade		Fourth Grade		Fifth Grade		Sixth Grade		
To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std	
146	86	165	91	117	116	133	101	70	132	
63%	37%	64%	36%	50%	50%	57%	43%	35%	65%	

District Math Assessment End of Year 2006 Grades K - 5											
Kindergarten		First Grade		Second Grade		Third Grade		Fourth Grade		Fifth Grade	
To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std
261	17	247	23	176	19	241	20	205	30	174	61
93%	7%	91%	9%	90%	10%	92%	8%	88%	12%	74%	26%

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can 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	Percent of Students Meeting Fitness Standards
5	59%
7	N/A
9	N/A

IX. Accountability

Academic Performance Index

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

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	10	10	10
Similar Schools	10	2	2

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	4	-3	22	906
African American				

American Indian or Alaska Native				
Asian	8	2	17	950
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	4	1	23	900
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Sandpiper School is not funded by any state intervention or awards programs.

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement Implementation	N/A	N/A
Year in Program Improvement	---	---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

X. School Completion and Postsecondary Preparation

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

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's 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

Students who are experiencing difficulties in school are referred to the Student Study Team which develops strategies and coordinates school resources to assist the child. They coordinate school resources and services which include:

- Referral for Special Education Assessment
- Reading Specialist services
- Special Education programs
- School Psychologist services
- Homework Center

Instructional assistants are provided in combination classes. Further assistance is provided by parent volunteers in the classroom. They help with small group and individual instruction in various content areas.

School Site Leadership

The School Site Council, comprised of parents and staff, works together to create a vision and establish goals for the school. This advisory council and the staff are responsible for developing the Single Plan for Student Achievement which outlines how the school will address areas of weakness exhibited on standardized and district assessments. Monthly meetings are held to monitor our progress on the goals in our Single Plan for Student Achievement and discuss other activities to enhance the educational program at the school.

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 of 20 students in grades K-3. Classes do not exceed 30 students in grades 4 and 5.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Staff development activities are determined by analyzing student achievement data and identifying needs based on the areas of weakness. The staff sets goals and identifies staff development needs for the year. Sandpiper teachers participate in staff development after school, on shortened Wednesdays and on non student days. 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 based on need and interest.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	39,775	36,000
1	51,225	50,400
2	51,225	50,400
3	51,225	50,400

4	54,530	54,000
5	54,530	54,000

Minimum Days in School Year

This section provides 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 50 minimum days. Thirty-eight were on Wednesdays; the others are used for parent conferences, last day of school, etc. Ten of the minimum days, for parent conferences, were conducted at the end of the Fall and Spring Progress Report periods.