

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Sandpiper Elementary School

Address: 801 Redwood Shores Pkwy. , Redwood City CA 94065
Principal: Linda McDaniel

Phone: 650-631-5510
Grade Span: K - 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 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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. When you enter the campus, you feel as if you have been transported back in time to a New England style waterfront community. 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 three 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. Every year, parents and community members volunteer more than 20,000 hours to enrich the educational program. We are a community of students, teachers, support staff, and parents who work together to create a rich and stimulating learning environment for every child. The academic success of our students is evident with the consistent improvement in the API form 884 in 2005, 906 in 2006, 923 in 2007 to 932 in 2008. This consistent growth is due to staff participation in team meetings and staff development focused on the instructional program.

Our teachers work to create child-centered classrooms where children work collaboratively and independently. We are a committed staff, with exceptional services to support the instructional program, and a strong parent community working together as we strive to inspire students to be life-long learners.

Student Enrollment

Group	Percent
African American	2.36 %
American Indian or Alaska Native	0.36 %
Asian	35.27 %
Filipino	2.73 %
Hispanic or Latino	4.36 %
Pacific Islander	1.09 %
White (not Hispanic)	40.73 %
Multiple or No Response	13.09 %
Socioeconomically Disadvantaged	0%
English Learners	7.00 %
Students with Disabilities	11.00 %
Total Number of Students	550

Teachers

Indicator	Teachers
Teachers with full credential	29
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	84%
Mathematics	87%
Science	89%
History-Social Science	N/A

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	935
Statewide Rank (from 2008 Base API Report)	10
2009-10 Program Improvement Status (PI Year)	N/A

School Facilities

Summary of Most Recent Site Inspection

The 24 classrooms, library, and administrative offices are clean and in good condition.

Repairs Needed

There are no major repairs needed at this time.

Corrective Actions Taken or Planned

No corrective actions are needed at this time.

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	N/A
Health	0%
Visual and Performing Arts	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,384
District	\$5,615
State	\$5,512

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	72%
Achievement Level - Proficient	30%
Achievement Level - Advanced	5%

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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 on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Sandpiper Elementary	District Name	Belmont-Redwood Shores Elementary
Street	801 Redwood Shores Pkwy.	Phone Number	650-637-4800
City, State, Zip	Redwood City , CA 94065	Web Site	sandpiper.brssd.org
Phone Number	650-631-5510	Superintendent	Emerita Orta-Camilleri
Principal	Linda McDaniel	E-mail Address	eorta-camiller@brssd.org
E-mail Address	lmcdaniel@brssd.org	CDS Code	41- 68866- 6114771

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

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.

Vision 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.

Mission Statement

Sandpiper is a community of learners in which every person is well known and honored for their individuality. Students conduct themselves with pride, exhibit the highest standard of behavior, and demonstrate personal initiative in their education. Sandpiper works with the community in a spirit of unity and mutual respect to promote excellence in the learning environment. Decisions center on the needs of children to provide a challenging integrated educational program that emphasizes creativity, innovation and flexibility. Graduates possess the skills and knowledge to be successful in an interdependent world. More importantly, we have inspired students to be life long learners.

Opportunities for Parental Involvement (School Year 2008-09)

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

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| <ul style="list-style-type: none"> • Adopt-A-Book • Apparel for School Spirit • Art in Action Docent • Assemblies • Back to School / Classroom supplies • Book Fair • Box Tops for Education • Character Counts! • Classroom field trips • Directory • e-Scrip / Nob Hill Foods Coordinator • Fall Festival • Field Trips • Hot Lunch • Gala / Spring Auction fundraiser • Grade 5 Promotion | <ul style="list-style-type: none"> • Kiddie Valet Volunteers • Marquee • Monetary gifts • Parent education • PTA Membership • School Site Council • School-Force Liaison • Scrip Coordinator • SEPTA Liaison • Spring Social Event • Teacher / Staff Appreciation • Technology Education • Volunteer Coordinator • Webmaster • Yearbook |
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Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	121
Grade 2	100
Grade 3	122
Grade 4	109
Grade 5	98
Total Enrollment	550

Student Enrollment by Group (School Year 2008-09)

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
African American	2.36 %
American Indian or Alaska Native	0.36 %
Asian	35.27 %
Filipino	2.73 %
Hispanic or Latino	4.36 %
Pacific Islander	1.09 %
White (not Hispanic)	40.73 %
Multiple or No Response	13.09 %
Socioeconomically Disadvantaged	0%
English Learners	7.00 %
Students with Disabilities	11.00 %

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	2006-07			2007-08			2008-09					
	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												
1	19.0	5			20.0	4	1		20.0	6		
2	18.8	5			19.1	6			20.0	6		
3	18.6	7			20.0	9			20.0	8		
4	30.0		3		30.0		3		29.3		3	
5	30.0		2		29.0		3		30.0		3	
6												
K-3	20.0	1										
3-4												
4-8									28.0		1	
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

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

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 present. Red Cards will be held up indicating that there are 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. There is a cellular phone provided by the Belmont-Redwood Shores School District that is available in the main 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.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0.0	0.0	0.9	4.3	4.7	7.3
Expulsions	0.0	0.0	0.0	0.0	0.2	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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 24 classrooms, a library, two portable classrooms, and administrative offices. 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, keeps 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 2007-2008, Sandpiper had 23 classrooms which are used for regular instruction. Learning Center teacher and reading specialist are housed in a small classroom. The speech and language program and the school psychologist are located in the main office. Other classrooms in the community center provide space for special meetings, 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. There are two portable carts with 15 lap tops 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. Every staff member received technology training and 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 kindergarten through grade 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.

School Facility Good Repair Status (School Year 2009-10)

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

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			
Interior: Interior Surfaces	N/A	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			
Electrical: Electrical	N/A	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X			
Safety: Fire Safety, Hazardous Materials	N/A	X			
Structural: Structural Damage, Roofs	N/A	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			
Overall Rating	N/A	X			N/A

V. 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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	26	28	29	145
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2007-08	2008-09	2009-10
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 No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.9	3.1
All Schools in District	97.6	2.4
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	97.6	2.4

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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)		N/A
Library Media Services Staff (paraprofessional)	0.75	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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>	0%
Mathematics	McGraw Hill: <i>Everyday Mathematics</i>	0%
Science	Delta Education: <i>Full Option Science System</i> for Kindergarten through 5th grade	0%
History-Social Science	Grades K-5: Pearson Scott Foresman: <i>Scott Foresman History/Social Science for California</i>	0%
Foreign Language	N/A	N/A

Health	Grades K-2: Wright Group: <i>Primarily Health</i> Grade 3: Healthy Promotion: <i>Wave</i> Grade 4-5: Harcourt Brace: <i>Healthy You</i> Plus materials from the American Heart Association and the National Dairy Council	0%
Visual and Performing Arts	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,697	\$2,313	\$5,384	\$75,065
District	N/A	N/A	\$5,615	\$81,666
Percent Difference – School Site and District	N/A	N/A	96%	92%
State	N/A	N/A	\$5,512	\$63,421
Percent Difference – School Site and State	N/A	N/A	98%	118%

Types of Services Funded (Fiscal Year 2008-09)

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 • Class Size Reduction • Community Day School • Guidance Counselor • Homework Centers • Music • Outdoor Education • Summer School • School Force • Local Grants <p>Special Programs</p> <ul style="list-style-type: none"> • Home to School Transportation • County Sp Ed • Psychologists • Speech • SP Ed IDEA • RSP, SDC & NPS • Teachers • Classified Staff • Benefits • Books & Supplies • Dist Block Grant • Drug Free/Title IV 	<ul style="list-style-type: none"> • 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 • Arts Ed Partnership • Classroom Library • Economic Impact Aid (EIA) • Ed. Technology • Gifted And Talented Education (GATE) • Instructional Materials • Instructional Mat/Staff Buyout • Instructional Materials for Realignment Program (IMFRP) • Lottery Prop 20 • Oracle Grant • Public School Library • School Safety • School Improvement Library Program (SLIP) • Standards Based
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|---|--|
| <ul style="list-style-type: none"> • Equipment • Food Services • Health Services | <ul style="list-style-type: none"> • Tobacco Use Preventions Education • Tolerance Ed • TUPE Elementary |
|---|--|

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,206	\$41,031
Mid-Range Teacher Salary	\$68,110	\$63,366
Highest Teacher Salary	\$87,974	\$80,596
Average Principal Salary (Elementary)	\$115,886	\$100,937
Average Principal Salary (Middle)	\$121,553	\$105,066
Average Principal Salary (High)	N/A	\$106,534
Superintendent Salary	\$188,325	\$147,438
Percent of Budget for Teacher Salaries	40.30 %	40.60 %
Percent of Budget for Administrative Salaries	7.60 %	6.10 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	81	84	84	73	75	79	43	46	50
Mathematics	87	88	87	72	75	77	40	43	46
Science	74	91	89	68	78	81	38	46	50
History-Social Science	0	0	0	65	59	64	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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	67	58	*	
American Indian or Alaska Native	*	*		
Asian	91	93	91	
Filipino	*	*	*	
Hispanic or Latino	61	50	*	
Pacific Islander	*	*	*	
White (not Hispanic)	83	90	91	
Male	79	88	89	
Female	88	87	88	
Economically Disadvantaged	*	*		
English Learners	57	68	*	
Students with Disabilities	76	82	*	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.5%	27.8%	30.9%

X. 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 on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	10	10	10

Similar Schools	3	9	10
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"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"* *" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth 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			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	17	8	7	935
African American				
American Indian or Alaska Native				
Asian	5	6	18	969
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	18	-4	13	926
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities		4		

"N/A" means a number is not applicable or not available due to missing data.

"* *" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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 (ELA 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 on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

XI. School Completion and Postsecondary Preparation

Not applicable: Sandpiper is an elementary school.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

2006-2007: 1 day dedicated to staff development
 2007-2008: 1 day dedicated to staff development
 2008-2009: 1 day dedicated to staff development

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.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92