

Executive Summary School Accountability Report Card, 2010–11

For Sandpiper Elementary

Address:	801 Redwood Shores Pkwy., Redwood City, CA, 94065	Phone:	(650) 631-5510
Principal:	Linda McDaniel, Principal	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 information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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 six elementary schools in the Belmont-Redwood Shores School District. Sandpiper School was 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, and 947 in 2009. 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	Enrollment
Number of students	497
Black or African American	3.6%
American Indian or Alaska Native	0.2%
Asian	34.8%

Filipino	4.2%
Hispanic or Latino	5.8%
Native Hawaiian or Pacific Islander	0.6%
White	49.1%
Two or More Races	1.6%
Socioeconomically Disadvantaged	1.0%
English Learners	13.9%
Students with Disabilities	0.0%

Teachers

Indicator	Teachers
Teachers with full credential	21
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 STAR* Program Results
English-Language Arts	87%
Mathematics	87%
Science	87%
History-Social Science	N/A

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	935
Statewide Rank (from 2010 Base API Report)	10
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 13 of 13
2011-12 Program Improvement Status (PI Year)	N/A

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by

federal law.

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 Area	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
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,281
District	\$6,801
State	\$5,455

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page 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.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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 2011–12)

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	www.brssd.org
Phone Number	(650) 631-5510	Superintendent	Emerita Orta-Camilleri
Principal	Linda McDaniel, Principal	E-mail Address	eorta-camilleri@brssd.org
E-mail Address	lmcdaniel@brssd.org	CDS Code	41688666114771

School Description and Mission Statement (School Year 2010–11)

Sandpiper School, located in Redwood Shores (Redwood City) on the peninsula south of San Francisco, and east of Highway 101, is one of six elementary schools in the Belmont-Redwood Shores School District. Sandpiper School was 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 2010–11)

- | | |
|---|--|
| <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 • Fall Festival • Field Trips • Hot Lunch • Grade 5 Promotion • Kiddie Valet Volunteers | <ul style="list-style-type: none"> • Marquee • Monetary gifts • Nob Hill Foods Coordinator • Opening Doors Liaison • Parent education • PTA Auction fundraiser • PTA Membership • School Site Council • School-Force Liaison • Spring Social Event • Teacher / Staff Appreciation • Technology Education • Volunteer Coordinator • Webmaster • Yearbook |
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Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	91	Grade 8	0
Grade 1	75	Ungraded Elementary	0

Grade 2	74	Grade 9	0
Grade 3	75	Grade 10	0
Grade 4	63	Grade 11	0
Grade 5	119	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	497

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	3.6%
American Indian or Alaska Native	0.2%
Asian	34.8%
Filipino	4.2%
Hispanic or Latino	5.8%
Native Hawaiian or Pacific Islander	0.6%
White	49.1%
Two or More Races	1.6%
Socioeconomically Disadvantaged	1.0%
English Learners	13.9%
Students with Disabilities	0.0%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A				N/A				22.8	2	2	0
1	20.0	6			20.0	4.5			25.0	0	3	0
2	20.0	6			20.0	6.5			25.0	0	3	0
3	20.0	8			20.0	5			25.0	0	3	0
4	29.3		3		29.0		4		30.5	0	2	0
5	30.0		3		27.0		4		29.5	0	4	0
4-5	28.0		1									

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. School Climate

School Safety Plan (School Year 2010–11)

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:

- Please **DO NOT CALL THE SCHOOL**: We must have the lines open for emergency calls.
- As soon as possible, come to school to pick up your child and any other children for whom you are the emergency card designee.
- Park in designated parking spaces. Leave the driveway clear for emergency vehicles.
- 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.
- Be sure you have told your student to follow the directions of school personnel.

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. Teachers 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

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
Suspensions	0.91%	0.00%	0.00%	7.28%	3.27%	3.81%
Expulsions	0.00%	0.00%	0.00%	0.04%	0.09%	0.03%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

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 2009-2010, Sandpiper had 24 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 a classroom. Classrooms in the community center provide space for special meetings, classroom music and parent education.

Our school has over 90 computers within the classrooms and in a computer lab. The lab is used for direct instruction of applications for all students and staff with 230 workstations available in the computer 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 2011–12)

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

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	30	28	21	148
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	99%	1%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	99%	1%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	N/A
Counselor (Social/Behavioral or Career Development)	0.0	
Library Media Teacher (librarian)	0.5	
Library Media Services Staff (paraprofessional)	0.0	
Psychologist	0.5	
Social Worker	0.0	
Nurse	1.0 District	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)	0.0	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: __November 2011__

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin: <i>Reading</i> / 2002-2003	No	0%
Mathematics	McGraw Hill: <i>Everyday Mathematics</i> / 2008-2009	Yes	0%
Science	Delta Education: <i>Full Option Science System</i> for Kindergarten through 5th grade / 2007-2008	Yes	0%
History-Social Science	Grades K-5: Pearson Scott Foresman: <i>Scott Foresman History/Social Science</i> for California / 2007-2008	Yes	0%
Foreign Language	N/A	N/A	N/A
Health	Grades K-5: Children's Health Market: <i>Great Body Shop</i> / 2011-2012 Plus materials from the American Heart Association and the National Dairy Council	Yes	0%
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,765	\$484	\$5,281	\$84,866
District			\$6,801	\$83,710
Percent Difference – School Site and District			-22% (less) 78% of District	1.04% (more) 101.4% of District
State			\$5,455	\$65,524
Percent Difference – School Site and State			-3% (less) 97% of State	30% (more) 130% of State/td>

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

<ul style="list-style-type: none"> • Regular Education • After School Sports • Class Size Reduction • Guidance Counselor • Homework Centers • Local Grants • Music • Outdoor Education • Science & Reading Specialists • Summer School (Special Ed only) 	<ul style="list-style-type: none"> • Teacher Quality • Title I • Title II • Title III • Title III not LEA • Title V • Supplemental Counseling • Peer Assistance & Review (PAR) • Math & Reading • Math & Reading EL • School Safety Violence Prevention • Admin Training Program
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<ul style="list-style-type: none"> • School Force <p>Special Programs</p> <ul style="list-style-type: none"> • Art Programs • Home to School Transportation (Special Ed. only) • County Sp Ed • Psychologists • Speech • SP Ed IDEA • RSP, SDC, NPS & Learning Centers • Teachers • Classified Staff • Benefits • Books & Supplies • Drug Free/Title IV • Equipment • Routine Repairs and Maintenance 	<ul style="list-style-type: none"> • National Board Certified Teachers • BTSA • Staff Professional Development • Arts Block Grant and Music Block Grant • Library Services • Economic Impact Aid (EIA) • English Language Acquisition Program (ELAP) • Ed. Technology • Gifted And Talented Education (GATE) • Instructional Materials for Realignment Program (IMFRP) • Lottery Prop 20 • Oracle Grant • School Improvement Library Program (SLIP) • Tobacco Use Preventions Education (TUPE) • Tolerance Ed • Targeted Instructional Improvement Grant (TIIG)
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Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,668	\$41,183
Mid-Range Teacher Salary	\$68,795	\$63,647
Highest Teacher Salary	\$88,854	\$80,955
Average Principal Salary (Elementary)	\$121,644	\$102,400
Average Principal Salary (Middle)	\$127,566	\$106,158
Average Principal Salary (High)	N/A	\$124,133
Superintendent Salary	\$169,596	\$151,742
Percent of Budget for Teacher Salaries	43.00%	41.00%
Percent of Budget for Administrative Salaries	8.00%	6.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs)**, which 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 nine through eleven.
- California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	84%	87%	87%	79%	80%	81%	50%	52%	54%
Mathematics	87%	90%	87%	77%	80%	79%	46%	48%	50%
Science	89%	92%	87%	82%	86%	88%	50%	53%	56%
History-Social Science	N/A	N/A	N/A	64%	70%	77%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

***Subgroup data is being recalculated and results will be available March 2012.**

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science

All Students in the LEA	81%	79%	88%	77%
All Students at the School	87%	87%	87%	0%
Male	87%	87%	85%	0%
Female	87%	87%	88%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian	95%	96%	89%	0%
Filipino	92%	85%	0%	0%
Hispanic or Latino	65%	55%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	86%	87%	90%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%
English Learners*	--	--	--	--
Students with Disabilities	78%	82%	0%	0%
Students Receiving Migrant Education Services				

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.4%	28.1%	36.0%

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.

X. Accountability

Academic Performance Index

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

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	10	6	7

Academic Performance Index Growth by Student Group – Three-Year Comparison

***Subgroup data is being recalculated and results will be available March 2012.**

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	7	12	-12
Black or African American			
American Indian or Alaska Native			
Asian	18	-2	1
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	13	21	-11
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners*			--
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

***Subgroup data is being recalculated and results will be available March 2012.**

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	318	935	2,311	907	4,683,676	778
Black or African American	9		55	801	317,856	696
American Indian or Alaska Native	0		3		33,774	733
Asian	117	968	542	962	398,869	898
Filipino	13	951	86	882	123,245	859
Hispanic or Latino	19	789	231	805	2,406,749	729
Native Hawaiian or Pacific Islander	2		27	829	26,953	764
White	156	936	1,303	909	1,258,831	845
Two or More Races	2		58	941	76,766	836
Socioeconomically Disadvantaged	9		134	764	2,731,843	726
English Learners*	--		--	658	1,521,844	707
Students with Disabilities	41	864	325	772	521,815	595

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No

Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011–12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	N/A	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		0
Percent of Schools Currently in Program Improvement		0.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

N/A 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.

2008-2009: 1 day dedicated to staff development

2009-2010: 1 day dedicated to staff development

2010-2011: 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:

- English Language Arts
- Mathematics
- Grade Level Teaming
- Curriculum Planning for the Year
- Special Education
- Curriculum and Instructional Practices
- Standards and Assessment

Individual staff members also participated in additional workshops and training based on need and interest.

Sandpiper Elementary

Belmont-Redwood Shores Elementary

Prepared by [PowerTurn, Inc.](#)

School Accountability Report Card, 2010-2011

Provided by the *Ed-Data Partnership*

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