Sandpiper School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/
	For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2021-22 School Contact Information

School Name	Sandpiper School
Street	801 Redwood Shores Parkway
City, State, Zip	Redwood City, CA 94065
Phone Number	650-631-5510
Principal	Gloria Higgins
Email Address	ghiggins@brssd.org
School Website	sandpiper.brssd.org
County-District-School (CDS) Code	41688666114771

2021-22 District Contact Information

District Name	Belmont-Redwood Shores School District
Phone Number	(650) 637-4800
Superintendent	Dan Deguara
Email Address	ddeguara@brssd.org
District Website Address	http://www.brssd.org

2021-22 School Overview

Sandpiper School serves students in Transitional Kindergarten through 8th grade. It is one of seven schools in the Belmont-Redwood Shores School District which serves students in the communities of Belmont and Redwood Shores, as well as portions of Redwood City, San Carlos, and San Mateo. Sandpiper School is located in Redwood Shores on the peninsula south of San Francisco, and east of Highway 101. Sandpiper serves almost 600 students in 25 general education classrooms and 1 special day class. There are also a Learning Center Program (RSP) and intervention services on site.

Sandpiper's purpose is to empower an inclusive community of critical thinkers who contribute to an ever changing world. We are committed to working with our community to provide an innovative educational program that allows students to meet their academic potential in an environment that inspires creativity and 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 lifelong learners.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	74
Grade 2	63
Grade 3	69
Grade 4	87
Grade 5	73
Grade 6	42
Grade 7	48
Grade 8	50
Total Enrollment	592

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	38.3
Black or African American	0.5
Filipino	3.5
Hispanic or Latino	8.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	13.7
White	29.6
English Learners	9.5
Socioeconomically Disadvantaged	7.3
Students with Disabilities	6.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.5
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	28.5

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All schools in BRSSD use adopted materials in their classrooms. We have board adopted curriculum in all academic areas.

Year and month in which the data were collected	November, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6: Lucy Calkins Reader's and Writer's Workshop: Units of Study, 2015	Yes	0
Mathematics	Grades K-5: Houghton Mifflin Harcourt: Math Expressions, 2015-2016 Grade 6-8: Pearson: Connected Mathematics 3 (CMP3)	Yes	0
Science	Twig Education: Twig Science K-5, 2019 Accelerate Learning: StemScopes Science 6-8, 2019	Yes	0
History-Social Science	TCI: Social Studies Alive! 2018 for K-5 TCI: History Alive! 2018 for 6-8	Yes	0
Health	Grades K-8: Children's Health Market: Great Body Shop 2011-2012	Yes	0

School Facility Conditions and Planned Improvements

Sandpiper School remains in good condition with few repairs needed. The district has a long term maintenance rotation to bring the conditions of all facilities in good repair. Grounds are kept neat and well-trimmed throughout the year and grass and flowers are watered and maintained.

Age of Buildings:
Sandpiper School was built in 1997. There are currently 25 classrooms and 1 Learning Center (resource room). In addition, there is a library, a Behavior Intervention room, two Specialist rooms, and a Science room. In the summer of 2013, Sandpiper added a Kindergarten classroom, expanded the Administrative Offices, and added a set of Adult Bathrooms in the back of campus for staff. In December of 2017, Sandpiper completed a new construction expansion project, which resulted in the opening of 10 additional classrooms and an expanded 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:
There is a form to report unsafe conditions, 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.

Sandpiper Community Center, which shares space with Sandpiper School, provides child care services through a city-run program, as well as a private agency. Before and after school care provides supervision for students in Transitional Kindergarten through 8th Grade, 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 school days and on some weeknights and weekends.

Year and month of the most recent FIT report	February 2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Wooden posts in front of conference rooms have missing/rotting bases. Broken tile on the floor of the curriculum room. Broken tile in curriculum room. Boxes are stored in open areas. Closets and common areas need organizing.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Ants are visible in the office. Ant bait traps in use. Boxes are stored in open areas. Closets and common areas need organizing. Ants in various locations through the wing.
Electrical		X		Lights in elective room do not turn off. Lights in room 28 do not turn on. Contractors have been contacted for review.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Wooden posts in front of conference rooms have missing/rotting bases. Broken tile on the floor of the curriculum room. Broken tile in curriculum room to be repaired August 2020.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Custodian reports no issues. Principal needs access code to enter the building. Signage in need of maintenance.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	379	373	98.42	1.58	79.62
Female	180	175	97.22	2.78	87.43
Male	199	198	99.5	0.5	72.73
American Indian or Alaska Native	--	--	--	--	--
Asian	143	142	99.3	0.7	86.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	24	88.89	11.11	50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	78	77	98.72	1.28	85.71
White	119	118	99.16	0.84	74.58
English Learners	34	33	97.06	2.94	48.48
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	26	89.66	10.34	42.31

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	379	374	98.68	1.32	78.88
Female	180	176	97.78	2.22	81.25
Male	199	198	99.50	0.50	76.77
American Indian or Alaska Native	--	--	--	--	--
Asian	143	142	99.30	0.70	92.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	24	88.89	11.11	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	78	77	98.72	1.28	77.92
White	119	119	100.00	0.00	74.79
English Learners	34	34	100.00	0.00	52.94
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	26	89.66	10.34	46.15

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA

Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA

Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	72.00	N/A	65.74	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	125	125	100.00	0.00	72.00
Female	63	63	100.00		
Male	62	62	100.00		
American Indian or Alaska Native	0	0	0	0	0
Asian	54	54	100.00	0.00	81.48
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	22	100.00	0.00	77.27
White	41	41	100.00	0.00	65.85
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Sandpiper School parents are always welcomed and encouraged to volunteer on campus!

Parent or Guardian leadership is integrated into our School Site Council (SSC), English Learner Advisory Council (ELAC), and Parent Teacher Association (PTA). SSC members advise the administration on the development of the School Plan for Student Achievement and monitor its implementation. ELAC members advise the administration on programming for English Learners and support parent education.

The Sandpiper PTA is a volunteer-run organization under the California State PTA. Each year our community contributes over 20,000 volunteer hours to support programs that are educationally enriching for our students. Ongoing programs that parents can volunteer for include Art in Action, After School Enrichment, Green Team, Technology, and All Pro Dads. Annual events that parents can volunteer for include the Science Fair, Multicultural Event, Discovery Day, Movie Night, Talent Show, Halloween Carnival, Staff Appreciation Week, Ice Cream Social School Kick-Off, and the End of Year Picnic.

The Sandpiper PTA goals include:
To build a closer relationship between the school and home.
To provide additional educational opportunities for students beyond the core curriculum.
To encourage all families to have an active role in the PTA.

Parents also have many opportunities to volunteer in classrooms including through field trip chaperoning, supporting students, preparing materials, and organizing social or enrichment activities.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	631	621	10	1.6
Female	295	289	3	1.0
Male	336	332	7	2.1
American Indian or Alaska Native	1	1	0	0.0
Asian	241	240	0	0.0
Black or African American	3	3	0	0.0
Filipino	22	22	0	0.0
Hispanic or Latino	53	50	3	6.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	81	81	1	1.2
White	191	185	6	3.2
English Learners	78	77	3	3.9
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	48	48	6	12.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	45	45	0	0.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	0.63	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.34	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

A school safety plan is revised and adopted each year. It was last reviewed by our School Site Council on November 30, 2021. Specific procedures for evacuation of buildings, communication, and disbursement of emergency supplies are outlined in an emergency handbook in the office. Specific responsibilities are given to adults for the supervision of students in a safe location when a disaster occurs. Fire Drills, Shelter in Place, Secure Campus, Lock Down, and Earthquake disaster drills are practiced during the school year in cooperation with the local fire and police departments. Staff telephone trees and a parent notification system has been established. Emergency supplies are updated each year or upon their expiration date.

Emergency Procedures for Sandpiper School as described in the school's Emergency Plan:

Should an emergency situation occur while school is in session, such as an earthquake, chemical spill, power failure, civil disaster, or any other event that interrupts regular school activity, Sandpiper's basic response plan will be as follows:
- School will notify parents through Parent Square email and/or phone call, if possible, of the reunification process and potential alternate location for student pickup.
- No student will be released from school unless a parent (or individual listed on the emergency card) comes for him/her.
- No student will be released unless a parent/individual shows the proper government-issued ID. NO EXCEPTIONS.
- Name and destination of the student will be documented on the master school roster before releasing the student; parent must print and sign the name on the master school roster upon student

release.

We do ask your help in the following areas:
- Please DO NOT CALL THE SCHOOL! We must have the phone lines open for emergency calls.
- As soon as possible, come to school to pick up your child in a calm and orderly fashion. Please be patient with staff as we work to reunite all adults and children.
- Please WALK TO SCHOOL, IF POSSIBLE. If you must drive, park in designated parking spaces only. 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 through School Messenger email and/or phone call, if possible. - - A public information line will also be maintained at the District Office, (650) 637-4800.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	25		3	
2	25		4	
3	25		3	
4	30		2	
5	30		4	
6	30		12	2

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	29		2	1
2	25		3	
3	23		4	
4	30		2	
5	29		2	
6	30		14	
Other	30		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	33		2	1
2	21	1	2	
3	23		3	
4	24		3	
5	30		2	
6	21	6	6	
Other	28		1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,246	3,647.09	8,599.11	115,248.78
District	N/A	N/A		$90,181
Percent Difference - School Site and District	N/A	N/A	-1.2	24.4
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	1.8	33.2

2020-21 Types of Services Funded

Regular Education
Class Size Reduction
Guidance Counselor
Homework Centers
Local Grants
Choral Music
Instrumental Music
Outdoor Education
Science & Reading Specialists
Extended School Year for Selected Special Education Students Special
Art Programs
Teacher Quality
Math & Reading
English Language Learners
School Safety Violence Prevention
BTSA
Staff Professional Development
Library & Media Services
School-Force
School Psychologist
Speech Pathologist
Special Education Teachers
General Education Teacher
Classified Staff
Distance learning materials and programs
Hybrid learning materials and programs.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$60,309	$51,450
Mid-Range Teacher Salary	$88,402	$80,263
Highest Teacher Salary	$113,872	$101,012
Average Principal Salary (Elementary)	$160,000	$128,082
Average Principal Salary (Middle)	$171,000	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$223,000	$197,968
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

In each of the three most recent years, all schools received 2 days of professional development during the school year. In all three years, the new certificated staff received an additional 2 days of professional development prior to the start of the school year. Principals led monthly staff meetings throughout the year, and teachers meet in grade level teams on a monthly basis. Teachers are also invited to attend workshops and professional learnings led by outside presenters, and teacher leaders and school leadership teams are offered professional development during the school year.

In the 2020-2021 school year, teachers were provided with monthly professional development throughout the year (sometimes site-based, sometime district-wide), in addition to various optional professional development opportunities offered throughout the year during non-teaching time, focused on distance learning. BRSSD hired a second instructional coach for the 2020-2021 school year, thereby providing two full time staff members who offer individualized coaching, small group professional development, and differentiated support on a full time basis to our teaching staff. Our support staff also receive monthly training specific to their job classification.

For 2021-2022, the District reverted back to one STEM instructional coach to provide additional support to the teaching staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Belmont-Redwood Shores School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Belmont-Redwood Shores School District
Phone Number	(650) 637-4800
Superintendent	Dan Deguara
Email Address	ddeguara@brssd.org
District Website Address	http://www.brssd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2754	2602	94.48	5.52	80.07
Female	1325	1249	94.26	5.74	83.55
Male	1429	1353	94.68	5.32	76.87
American Indian or Alaska Native	--	--	--	--	--
Asian	831	812	97.71	2.29	87.68
Black or African American	40	36	90.00	10.00	50.00
Filipino	55	52	94.55	5.45	73.08
Hispanic or Latino	329	298	90.58	9.42	60.34
Native Hawaiian or Pacific Islander	24	23	95.83	4.17	39.13
Two or More Races	472	441	93.43	6.57	83.22
White	1002	939	93.71	6.29	80.72
English Learners	205	187	91.22	8.78	39.25
Foster Youth	0	0	0	0	0
Homeless	18	14	77.78	22.22	14.29
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	75	84.27	15.73	44.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	261	206	78.93	21.07	38.54

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2754	2592	94.12	5.88	74.51
Female	1325	1247	94.11	5.89	74.36
Male	1429	1345	94.12	5.88	74.65
American Indian or Alaska Native	--	--	--	--	--
Asian	831	811	97.59	2.41	89.77
Black or African American	40	33	82.50	17.50	24.24
Filipino	55	51	92.73	7.27	68.63
Hispanic or Latino	329	293	89.06	10.94	45.36
Native Hawaiian or Pacific Islander	24	23	95.83	4.17	21.74
Two or More Races	472	443	93.86	6.14	75.85
White	1002	937	93.51		73.08
English Learners	205	189	92.20	7.80	45.74
Foster Youth	0	0	0	0	0
Homeless	18	14	77.78	22.22	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	75	84.27	15.73	28.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	261	202	77.39	22.61	32.84

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.