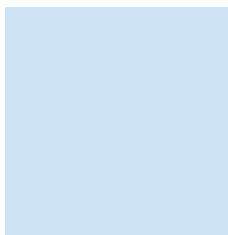


# SARC

School Accountability Report Card 2018-19  
Published in 2019-20



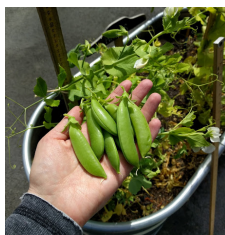
## Lipman Middle School

Grades 6-8  
CDS Code 41-68874-6043509

Jolene Heckerman  
Principal  
[jheckerman@brisbanesd.org](mailto:jheckerman@brisbanesd.org)

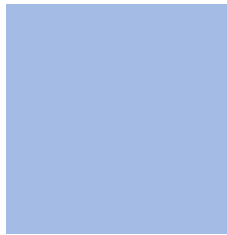
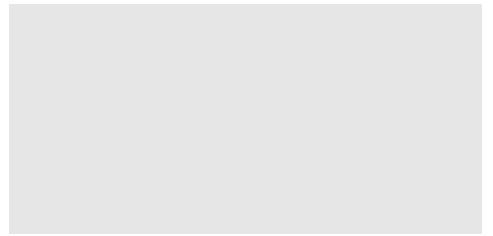
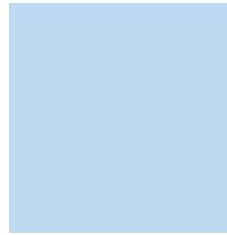
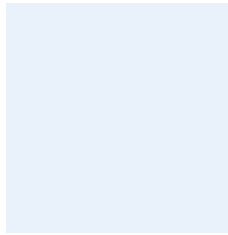
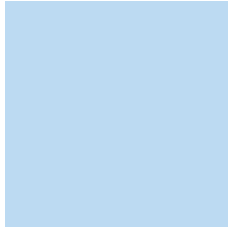
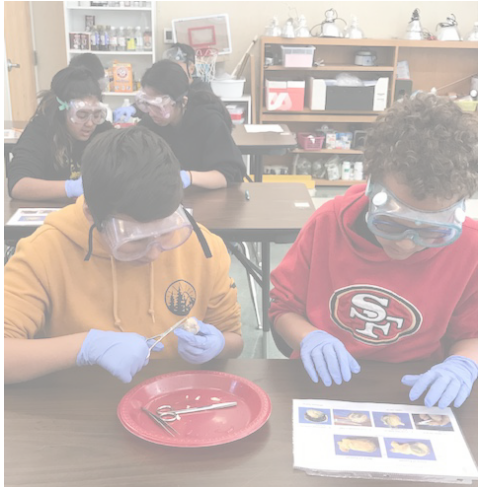
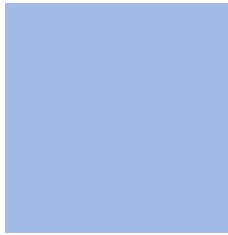
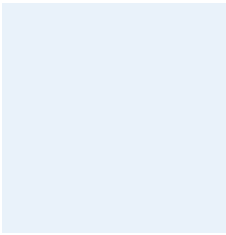
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[www.brisbanesd.org](http://www.brisbanesd.org)



## Brisbane School District

One Solano Street Brisbane, CA 94005 ▪ [www.brisbanesd.org](http://www.brisbanesd.org)  
Ronan Collver, Superintendent ▪ [rcollver@brisbanesd.org](mailto:rcollver@brisbanesd.org) ▪ (415) 467-0550





## Principal's Message

Lipman is located just ten minutes south of San Francisco in the city of Brisbane. It is a public middle school of approximately 140 students in grades 6-8. Upon graduation, our students attend, by choice, one of five high schools in the Jefferson Union High School District.

At Lipman Middle School, our program emphasizes conceptual understanding and teaching the Common Core State Standards through yearlong themes and project-based learning units. We thread life skills throughout our curriculum with the goal of providing our children the tools for citizenship and life. The Highly Effective Teaching (HET) model and Project Based Learning model heavily influence our educational program and curriculum development. These curriculum models are based on brain-body research and compatible instructional strategies.

At Lipman, students attend classes in core blocks based on two integrated subjects. In the afternoons, students participate in a Physical Education class and an elective course. Elective courses include subjects such as art, music, yearbook, leadership, math support, computer literacy, Spanish and robotics.

Our Standards-based reporting system aims to provide meaningful feedback about what the students know relative to the rigorous Common Core State Standards. In addition, we promote the following qualities of successful learners referred to as Learner Qualities: Self-Directed Learner, Quality Producer, Collaborative Worker, Respectful Citizen, Attitude & Mindset. We help students learn and practice the Learner Qualities and students receive feedback on their progress in these areas.

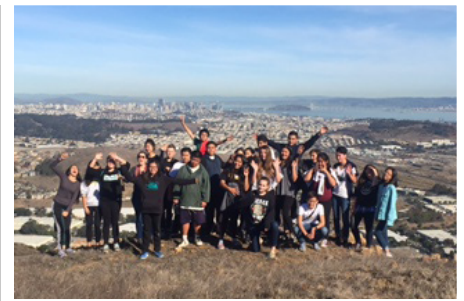
All general and special education classrooms at Lipman Middle School have been renovated into effective, clutter-free learning environments with active-learning furniture. As educators, we understand our students learn in various ways, and active-learning furniture allows teachers to provide a variety of formats and group sizes for teaching and learning and to shift classroom arrangement in the midst of class periods to accommodate varying needs.

In 2015, the California Department of Education recognized Lipman Middle School as a Gold Ribbon School. The Gold Ribbon award recognizes California schools that have made gains in implementing the academic content and performance standards adopted by the State Board of Education.

Lipman Middle School has implemented Restorative Practices and a bullying behavior prevention program influenced by the Olweus model. We also implement a Safe School Ambassadors program focusing on empowering the peer bystanders. These programs share the objective of creating a safe, student-centered learning environment for our students. We actively promote the 19 life skills and recognize students with Skill Shields for using these life skills (such as Caring, Cooperation, Problem-Solving, and Initiative).

Twice a month the staff and students at Lipman Middle School meet in "Families." Families are small, multi-age groupings of students that meet with an assigned teacher to develop community, social awareness and emotional intelligence, among other needs pertinent to middle schoolers. Through collaboration and team-building activities, the students develop friendships with other 6-8 graders in a small-group setting.

Our students have the opportunity to participate in sports through the Brisbane Parks & Recreation Department and compete against nearby middle schools. We have a robust after-school program which offers homework support and enrichment activities such as cooking, guitar, coding, volleyball, academic chess and ceramics.



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## Building Thoughtful Citizens

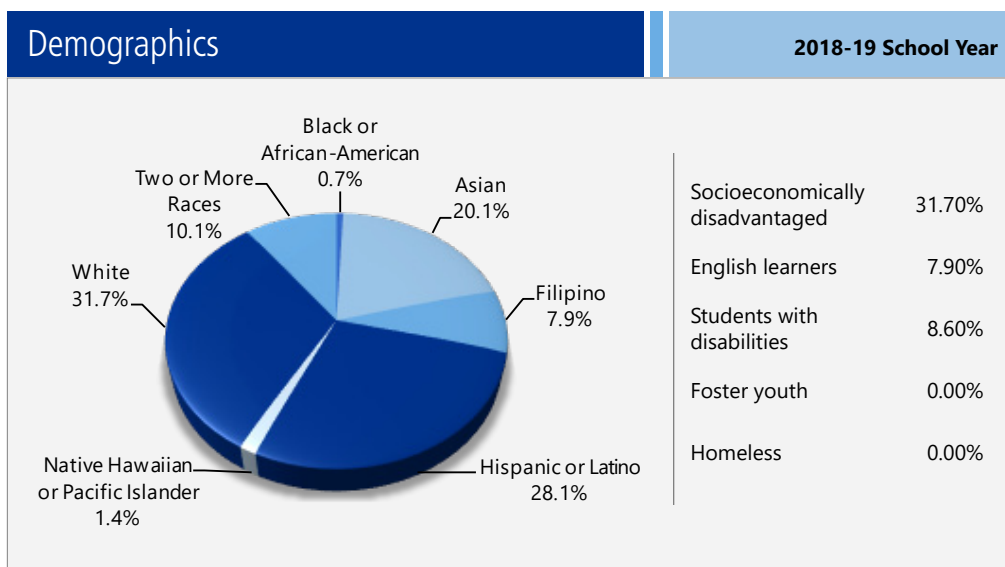
## District Mission Statement

The students of the Brisbane School District will be safe, happy, engaged, respectful, and motivated learners. They will be critical thinkers who are creative, collaborative, and courageous.

Students will reach their full and unique potential academically, emotionally, socially, and physically. Students will engage in and learn from the real world, participating in and contributing to their communities.

## Enrollment by Student Group

The total enrollment at the school was 139 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



## Governing Board

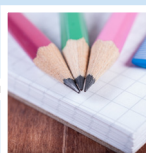
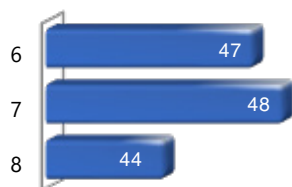
Lillian Markind, President  
 Jacque McLaughlin, Vice President  
 Raul Alcaraz, Clerk  
 Kima Hayuk, Trustee  
 Curtis Washington, Trustee



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade



## Parental Involvement

We encourage the families of our students to partner to the greatest extent possible in their child's education. At the beginning of the school year, we hold a Back-to-School Night, which is an important opportunity for school administration and staff to introduce policies, procedures and academic programs as well as to meet and greet the families. Throughout the year, we hold several parent involvement and educational events such as STEM Family Night, Literacy Night, Welcome Warrior Ice Cream Social, Parent Education Nights, Open House and PTO meetings.

Parents and guardians are invited to attend regular School Site Council Meetings. The school principal communicates with all families through a weekly e-letter or paper packet.

Volunteer opportunities include leading reading groups, chaperoning field trips, assisting in classrooms, tutoring in the Homework Center, preparing classroom materials, supervising lunch, organizing and facilitating events, and much more.

We have an active parent group that can be reached at [bestptolipman@thebestpto.org](mailto:bestptolipman@thebestpto.org). The Lipman Parent Teacher Organization is part of the Brisbane Educational Support Team (B.E.S.T) Foundation, which works to raise funds for the Brisbane School District.

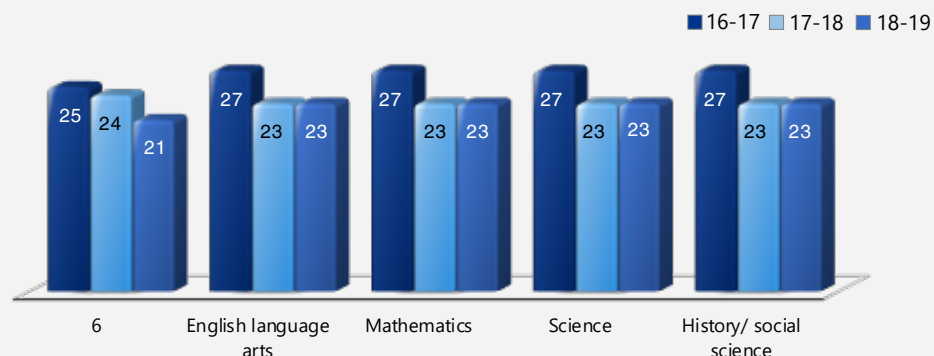
For more information on how to become involved at the school, please contact Jolene Heckerman, Principal, at (415) 467-9541.

## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	3	14	3		2			2	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		16			4			2	
Mathematics		4			4			2	
Science		4			4			2	
History/social science		4			4			2	

## School Safety

The Brisbane School District has adopted The Big Five, which is a comprehensive School Emergency Guideline and Immediate Action Response provided by San Mateo's Coalition for Safe School and Communities. The Big Five outlines protocols that can be implemented in a variety of emergency situations, particularly these five actions: Drop Cover & Hold On, Evacuation, Lockdown/Barricade, Secure Campus and Shelter In Place. Our staff members are familiar with each Immediate Action Response and are prepared to perform assigned responsibilities.

Each classroom has an emergency response bag stocked with necessary tools and supplies as well as student roll sheets, emergency contact information and emergency response guidelines. We conduct monthly fire drills and maintain a log. Earthquake safety drills are conducted twice each school year, and Lockdown, Shelter In Place, and Secure Campus drills are practiced periodically. The Big Five safety plan was most recently reviewed with staff in September 2019 at a staff meeting.

Lipman Middle School has clear expectations for student behavior which are detailed in the Student Handbook. The Student Handbook is updated annually and included in the student planners. Lipman Middle School promotes and celebrates positive behavior and use of the 19 life skills with Skill Shields. Nine years ago, we implemented a bullying behavior prevention program influenced by Restorative Practices and the Olweus Bullying Behavior Prevention Program, and six years ago we implemented the Safe School Ambassadors program. This year we have been trained in Restorative Practices by San Mateo County Office of Education (SMCOE) Restorative Practices trainer. The entire staff is trained in intervention techniques and has heightened awareness of bullying behavior. The students are familiar with policies associated with our program, and select student safe school ambassadors are trained to prevent and/or deescalate peer mistreatment on campus.



## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Lipman MS		Brisbane SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Lipman MS		Brisbane SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	68%	72%	65%	64%	50%	51%
Mathematics	48%	54%	50%	54%	38%	40%

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Lipman MS
		Grade 7
Four of six standards		11.8%
Five of six standards		29.4%
Six of six standards		31.4%

✧ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 6-8.

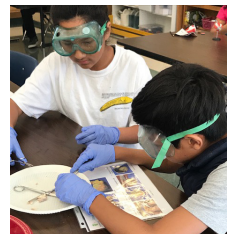
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Results by Student Group: English Language Arts (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	139	135	97.12%	2.88%	71.85%
Male	68	65	95.59%	4.41%	60.00%
Female	71	70	98.59%	1.41%	82.86%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	28	28	100.00%	0.00%	60.71%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	40	38	95.00%	5.00%	55.26%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	43	43	100.00%	0.00%	86.05%
Two or more races	17	16	94.12%	5.88%	81.25%
Socioeconomically disadvantaged	47	45	95.74%	4.26%	57.78%
English learners	22	21	95.45%	4.55%	23.81%
Students with disabilities	13	12	92.31%	7.69%	8.33%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

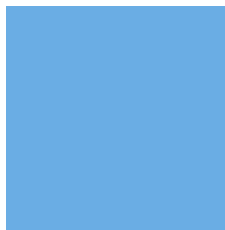




## CAASPP Results by Student Group: Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	139	136	97.84%	2.16%	54.41%
Male	68	67	98.53%	1.47%	52.24%
Female	71	69	97.18%	2.82%	56.52%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	28	28	100.00%	0.00%	60.71%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	40	39	97.50%	2.50%	33.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	43	42	97.67%	2.33%	64.29%
Two or more races	17	16	94.12%	5.88%	62.50%
Socioeconomically disadvantaged	47	46	97.87%	2.13%	34.78%
English learners	22	22	100.00%	0.00%	13.64%
Students with disabilities	13	12	92.31%	7.69%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/11/2019

## Textbooks and Instructional Materials

The district utilizes the Highly Effective Teacher (HET) model and the majority of the curriculum is created by the teachers utilizing a variety of sources in order to meet the goals of the district and the needs of the students.

Textbook adoption: School administrators, in conjunction with teachers, research different programs and teachers pilot programs the following school year. District teachers and administrators also attend curriculum workshops at the county office of education to learn about new textbook options. The district has collaborative discussions around the programs during the school year and staff collaboratively decide which textbooks to adopt at the end of the year.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Columbia Teachers College Balanced Literacy Model (Reading and Writing Workshop): Leveled Readers and Text, Core Literature</i>	2011
Reading/language arts	<i>Units of Study in Argument, Information, and Narrative Writing; Lucy Calkins &amp; TCRWP Colleagues, Columbia University (Heinemann) (6-8)</i>	2014
Reading/language arts	<i>Units of Study in Reading; Lucy Calkins, Lucy Calkins &amp; TCRWP Colleagues, Columbia University (Heinemann) (6-8)</i>	2015
Mathematics	<i>Illustrative Mathematics (6)</i>	2018
Mathematics	Mathematics Assessment Project (6)	2018
Mathematics	<i>Open Up Resources (7)</i>	2018
Mathematics	YouCubed (7)	2018
Mathematics	<i>SVMI-Pearson Units (7)</i>	2018
Mathematics	Mathematics Assessment Project (7)	2018
Mathematics	<i>Algebra Connections, College Preparatory Mathematics (8)</i>	2018
Mathematics	<i>Illustrative Mathematics (8)</i>	2018
Mathematics	Gizmos Explore Learning	2018
Mathematics	<i>Connected Mathematics, Pearson</i>	2018
Mathematics	Silicon Valley Mathematics Initiative MARS Tasks	Annually since 1999
Mathematics	Dreambox Learning	2016
Mathematics	Teacher Created/Curated Common Core Units of Study	2019
Science	Green Ninja	2018
Science	Gizmos Explore Learning	2018
Science	Teacher-Created Next Generation Science Standards Units of Study	2018
Science	<i>Middle School Chemistry, American Chemical Society</i>	2018
History/social science	<i>History Alive! The Ancient World, TCI (6)</i>	2017
History/social science	<i>The Medieval World and Beyond, TCI (7)</i>	2017
History/social science	<i>The United States Through Industrialism, TCI (8)</i>	2017
English Language Development	<i>Carousel of Ideas, Ballard and Tighe</i>	2005

✧ Not applicable.





## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Fair
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Fair
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Fair
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		10/30/2019
<b>Date of the most recent completion of the inspection form</b>		10/30/2019

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Interior</b>	Window coverings need repaired/replaced. District plans to replace.	Summer 2020
<b>Restrooms/fountains</b>	Some classrooms need new sinks and faucets. District plans to replace.	Summer 2020
<b>Safety</b>	New Bell/Intercom System. District plans to replace.	Spring 2020
<b>Structural</b>	Roof has some leaks. District plans to replace.	Summer 2020
<b>External</b>	School is in need of more energy efficient windows. District is pursuing a Facilities Bond Measure.	2020-2021 School Year



## Public 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 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 at a workstation, and the ability to print documents.

## School Facilities

Lipman Middle School was built in 1950 with a newer wing built in 2003. Lipman Middle School has 15 classrooms, a Learning Lab (library, computer lab), gymnasium and athletic field.

Students are supervised in the morning beginning at 8:15 a.m. until the first bell at 8:25 a.m. and after the final bell at 3:00 p.m. until 3:15 p.m. We have two assigned supervisors during that time who monitor student safety and carry two-way radios to communicate. Students are supervised at all times while on campus, including at recess, lunch and when changing classes. In order to eliminate foot traffic, we have posted signs declaring our campus closed between the times of 8:00 a.m. and 5:00 p.m.

Lipman Middle School is in good repair. We have one full-time custodian who cleans and maintains the facilities on a daily basis. Our district employs one full-time groundskeeper who maintains the outside grounds of all three campuses in our district.

When improvements or maintenance is needed, school staff will submit a work order to the principal who will coordinate the necessary steps to be taken. Typically, members of the district custodial staff will make the repairs.

Over the past four years, Lipman Middle School has renovated seven classrooms and the Learning Lab into modern educational environments with new technology, new mobile active learning furniture and updated features. All classrooms at Lipman Middle School currently have new short-throw projectors or flat screens for teaching. These projects were funded through district funds, grants and donations.



## Types of Services Funded

During the first and second trimester, 6th and 7th grade students who struggle in math are eligible to receive math support through an elective class. As part of our Response to Intervention model, general education students may also receive time-based support in our Study Skills elective.

English language learners (ELL) receive both push-in and pull-out support from a 0.2 FT ELL teacher.

At Lipman Middle School, we have an after-school Homework Club, which provides free tutoring to any Lipman student. This Homework Club is staffed by Lipman special-education teachers and aides. We also have peer tutors available.

## School Mission Statement

Lipman Middle School strives to provide a nurturing, child-centered learning community where teachers and students engage in problem-solving and share a passion for authentic learning in an environment of mutual respect. We encourage students to express themselves academically, artistically, musically and physically. Our intent is that the real-world curriculum at Lipman School encourages students to become responsible citizens who strive for their personal best.

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	Brisbane SD	Lipman MS		
Teachers	19-20	17-18	18-19	19-20
With a full credential	28	9	9	6
Without a full credential	2	0	0	1
Teaching outside subject area of competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
	Lipman MS			
Teachers	17-18	18-19	19-20	
Teacher misassignments of English learners	0	0	0	
Total teacher misassignments	0	0	1	
Vacant teacher positions	0	0	0	

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.40
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.50
Psychologist	0.33
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.33
Resource specialist (nonteaching)	0.60

## Professional Development

Lipman Middle School provides numerous professional development and professional growth opportunities to the staff. Our middle school math teachers benefit from the support of a math coach who meets with middle level math teachers, coordinates collaboration opportunities, and teaches model math lessons through a lesson study format. English language arts teachers collaborate with a literacy coach during the school year to support implementation of the Reader's and Writer's Workshop model and our school's English language arts lead teacher facilitates professional development meetings and lesson modeling and observation.

All teachers attend two in-service days at the beginning of the school year and two more days of in-service during the course of the year. In addition to these four days, teachers also attend staff development meetings on early release Wednesdays. Our focused use of this time has been on data analysis, use of technology in the classroom, effective teaching practices, social-emotional learning and data and assessment.

We also send staff members to workshops and trainings using site funds. Teachers have attended Project Based Learning workshops, co-teaching conferences, trauma informed schools conferences, math development meetings, science and environmental literacy communities of practice and more. Teachers are expected to share their discoveries with their colleagues during a staff development meeting upon returning to campus.

Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	4	4	4	

✧ Not applicable.



## Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](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 [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Brisbane SD	Similar Sized District
<b>Beginning teacher salary</b>	\$51,241	\$45,252
<b>Midrange teacher salary</b>	\$78,400	\$65,210
<b>Highest teacher salary</b>	\$93,839	\$84,472
<b>Average elementary school principal salary</b>	\$110,815	\$107,614
<b>Average middle school principal salary</b>	\$110,815	\$112,242
<b>Superintendent salary</b>	\$181,000	\$124,686
<b>Teacher salaries: percentage of budget</b>	32%	31%
<b>Administrative salaries: percentage of budget</b>	6%	7%



## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Lipman MS</b>	\$7,482	\$91,300
<b>Brisbane SD</b>	\$11,310	\$75,920
<b>California</b>	\$7,507	\$64,941
<b>School and district: percentage difference</b>	-33.8%	+20.3%
<b>School and California: percentage difference</b>	-0.3%	+40.6%

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
<b>Total expenditures per pupil</b>	\$14,115
<b>Expenditures per pupil from restricted sources</b>	\$6,633
<b>Expenditures per pupil from unrestricted sources</b>	\$7,482
<b>Annual average teacher salary</b>	\$91,300



## Expenditures Per Pupil

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.



# Lipman Middle School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

## School Accountability Report Card

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