



# Meadows School

1101 Helen Drive • Millbrae, CA 94030 • 6505837590 • Grades K-5

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<http://www.millbraeschooldistrict.org.schools.bz/3/Home>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Millbrae Elementary School District

555 Richmond Dr.

Millbrae, CA 94030

(650) 697-5693

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

#### District Governing Board

Lynne Ferrario

**President**

D. Don Revelo

Denis Fama

Frank Barbaro

**Clerk**

Maggie Musa

**Vice President**

#### District Administration

Vahn Phayprasert

**Superintendent**

Claire Beltrami

**Assistant Superintendent**

Maria Santa Cruz

**Chief Business Official**

Tara Keith

**Director of Student Services**

### School Description

The mission of Meadows Elementary School is to support students to achieve high academic standards and to build strong character as 21st century learners in a global society. Behind this mission are committed efforts to support the whole child and to provide students with an enriching, challenging and motivating instructional program that stimulates their curiosity about new ideas, encourages them to think creatively and engenders a joy of learning. Our work is fueled by a commitment to prepare all students for responsible citizenship in a global society. These efforts are supported through partnerships and with collaboration amongst staff, students, families, and the community. As educational partners working together for the success of all students, the highest priority is placed upon helping children acquire a love of learning. The school provides a positive and safe learning environment to facilitate the rigorously rich program available for all Meadows Elementary Students.

Our staff is dedicated to providing an academically rigorous curriculum in core instructional areas including English Language Arts, mathematics, social studies, and science. We have identified the areas of English Language Arts and Positive Behavior Interventions and Supports as our focus for differentiated instruction for all students. Diversity is evident in our school. Over one-third of our students are English Learners, and over 16 different languages are spoken in students' homes. This provides our school with a richness of diversity as well as challenges to help every student achieve. We have an English Learners program that emphasizes English immersion and English Language Development (ELD). Students receive instruction from our teachers, all of whom have Cross-cultural Language and Academic Development (CLAD) certification or its equivalent. Students identified as needing assistance receive additional help from their teacher or an instructional aide. We are fortunate to have a PTO that donates a great deal to the school by providing funding for field trips, school assemblies, equipment for the school, and supplies and materials for our classrooms and teachers. The PTO members have committed the time, effort, and resources needed to make our school successful. We value the parental support we enjoy and realize the partnership with parents has been a critical element in the success of Meadows. We invite you to visit our school and become part of the Meadows community.

## About the SARC

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	101
Grade 1	66
Grade 2	69
Grade 3	67
Grade 4	61
Grade 5	74
<b>Total Enrollment</b>	<b>438</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
Asian	50.2
Filipino	10
Hispanic or Latino	10
Native Hawaiian or Pacific Islander	0.7
White	20.1
Two or More Races	7.8
Socioeconomically Disadvantaged	21
English Learners	25.1
Students with Disabilities	7.1
Foster Youth	0.2
Homeless	0.2

## 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

Teacher Credentials for Meadows School	17-18	18-19	19-20
With Full Credential	22.2	22.2	19.5
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Millbrae Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	117
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Meadows School

Indicator	17-18	18-19	19-20
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

The Millbrae School District utilizes a variety of standards-based, school board approved textbooks and instructional materials to support student success with the Common Core State Standards. Each child is provided their own copy of all textbooks and instructional materials.

**Textbooks and Instructional Materials**

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders and Lucy Calkin's Writers Workshop/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillian-McGraw and Mystery Science/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin and Studies Weekly/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Construction was started for Meadows School in 1957, and the school opened in the fall of 1958. Several modular buildings were moved onto the campus following class-size reduction in the late 1990s to house the school's library, computer lab, and child care facility. The school was remodeled in 2001, and lighting, heating, teacher work areas, and washrooms were updated. Parents take pride in their school, and semiannual landscaping and cleanup projects keep the school grounds attractive and deserving of community pride. A daily custodian works diligently to keep the facilities clean. On alternate nights, an additional custodian completes the cleaning of the building. The crossing guard, safe cross flag program and the school's pickup and drop off system have greatly enhanced the movement of students and families, ensuring their safety while at school.

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: 7/18/19

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

## 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, which 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); and
- 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	68	60	67	63	50	50
Math	65	62	60	58	38	39

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which 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.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	24.0	32.0	16.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	205	201	98.05	60.00
Male	104	102	98.08	52.94
Female	101	99	98.02	67.35
Black or African American	--	--	--	--
Asian	105	104	99.05	64.08
Filipino	11	11	100.00	63.64
Hispanic or Latino	19	18	94.74	38.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	45	100.00	60.00
Two or More Races	20	18	90.00	55.56
Socioeconomically Disadvantaged	47	46	97.87	36.96
English Learners	70	69	98.57	55.88
Students with Disabilities	13	13	100.00	38.46
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	206	201	97.57	62.19
Male	104	103	99.04	63.11
Female	102	98	96.08	61.22
Black or African American	--	--	--	--
Asian	105	103	98.10	69.90
Filipino	11	11	100.00	72.73
Hispanic or Latino	20	18	90.00	16.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	45	100.00	57.78
Two or More Races	20	19	95.00	73.68
Socioeconomically Disadvantaged	48	46	95.83	39.13
English Learners	71	68	95.77	55.88
Students with Disabilities	13	13	100.00	46.15
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

The Millbrae community is very supportive of its school system. Parents actively support the schools in a variety of ways. Parents attend school events including parent-teacher conferences, Back-to-School Night, Open House, the Annual Crab Feed, and parent education sessions. Meadows School also has a very active Parent Teacher Organization (PTO), Room Parent Program, School Site Council (SSC), and English Language Advisory Committee (ELAC). Teachers provide many opportunities for parents to volunteer. Parents support field trips, class projects, and school events. Volunteers help in the classroom; work with students; and volunteer in the computer lab. In addition, parents help with yard duty, technology and computers, and a variety of special projects. There are also opportunities for parents to get involved on district level committees to represent Meadows School. These opportunities include formal groups such as the Millbrae Education Foundation (MEF) and the District Advisory Committee, as well as ad hoc groups such as the allergy policy development advisory committee.

### 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.

### School Safety Plan

The school's Safety Plan is updated regularly. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. In addition, playgrounds are supervised and students are taught rules for student conduct to create a safe environment. Visitors must sign in at the office, where they receive a badge to wear throughout their stay. Emergency preparedness is a high priority in the Millbrae School District. Each school, in collaboration with the San Mateo County Sheriff's Office, the San Mateo County Office of Education, and the County Fire Department, has developed and implemented a School Safety Plan that provides emergency response and procedures in the event of need. The School Safety Plan is reflective of the San Mateo County Big Five Emergency Responses including Lockdown/Barricade, Evacuation, Drop, Cover and Hold On, Secure Campus, and Shelter in Place. Meadows School has regular emergency drills that provide students and staff the opportunity to practice the big five emergency responses. Each classroom has an emergency safety kit containing basic first aid supplies and student emergency contact information. Additionally, the district has trained staff in the safe use and disposal of EpiPens, AED machines, and CPR to facilitate quick and appropriate responses to emergencies. Meadows School has three AED machines as well as EpiPens on site. The Millbrae community supports the school's effort to address safety for families. The community focuses on public safety through the offering of free Community Emergency Response Team (CERT) Training. Two staff people have completed the free CERT training available through the Millbrae Community.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.0	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.5	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

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

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.3

\* 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	4		19	2	3		21	1	4	
1	26		2		25		3		24		2	
2	26		3		21		3		23		3	
3	23		3		18	1	2		26		3	
4	31		2		29		3		26		2	
5	23	1	2		29		2		28		3	
Other**									6	1		

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Teachers of Meadows Elementary attend staff development throughout the school year. These days are devoted to curriculum alignment with English Language Arts (ELA) science, and math standards, learning strategies for differentiating instruction, learning activities for integrating technology into core instruction, and supporting the full use of district curriculum materials. A district committee of teachers and administrators reviews student performance data and teacher feedback to determine professional development topics. Staff training time is divided into several afternoon sessions and covered the following topics: differentiated instruction, math instruction, English Language Arts instruction, and analysis of assessment data. The staff has a minimum day on Wednesdays to provide for teacher collaboration within and across grade levels and for building-level meetings. Grade level teaching teams are also released from teaching duties two times a month for professional learning community work. In addition, staff members have two district wide professional development days during the course of the school year.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,004	\$49,378
Mid-Range Teacher Salary	\$77,759	\$77,190
Highest Teacher Salary	\$100,170	\$96,607
Average Principal Salary (ES)	\$123,064	\$122,074
Average Principal Salary (MS)	\$133,453	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$176,868	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	36%
Administrative Salaries	7%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,508	\$87	\$4,420	\$73,574
District	N/A	N/A	\$7,191	\$79,905.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-47.7	-8.2
School Site/ State	-54.7	-6.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.



**Types of Services Funded**

A combination of funds pays for one part-time reading teacher and an instructional aide who work with small groups of children who are not at grade level. There is also an instructional aide for English Learners who is partially funded with federal funds. State funds provide support for teachers new to the teaching profession for their 2 year Induction Program. Meadows PTO raises funds for field trips, classroom supplies, library books, school equipment, special assemblies, and various school beautification projects. The major fund-raisers include book fairs, family donations and an annual dinner and auction event. The Millbrae Education Foundation sponsors a district wide walk-a-thon and annual gala to provide two part-time music instructors and coordinators in the areas of technology and science to support teachers with technology and science instruction.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

**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.