

# Meadows 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/](http://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/fq/aa/lc/](http://www.cde.ca.gov/fq/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/](http://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/](http://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

<b>School Name</b>	Meadows School
<b>Street</b>	1101 Helen Drive
<b>City, State, Zip</b>	Millbrae, CA 94030
<b>Phone Number</b>	(650)583-7590
<b>Principal</b>	Catherine Waslif
<b>Email Address</b>	cwaslif@millbraesd.org
<b>School Website</b>	<a href="https://www.millbraeschooldistrict.org/Domain/10#calendar618/20220125/month">https://www.millbraeschooldistrict.org/Domain/10#calendar618/20220125/month</a>
<b>County-District-School (CDS) Code</b>	41-68973-6044234

## 2021-22 District Contact Information

<b>District Name</b>	Millbrae Elementary School District
<b>Phone Number</b>	(650) 697-5693
<b>Superintendent</b>	Debra French
<b>Email Address</b>	dfrench@millbraesd.org
<b>District Website Address</b>	<a href="http://www.millbraeschooldistrict.org">www.millbraeschooldistrict.org</a>

## 2021-22 School Overview

The mission of Meadows Elementary School is to support students to achieve high academic standards and to build strong 21st century citizens and 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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	53
Grade 2	76
Grade 3	65
Grade 4	68
Grade 5	64
Total Enrollment	407

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.4
Asian	49.9
Black or African American	0.7
Filipino	10.3
Hispanic or Latino	10.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	8.4
White	17.9
English Learners	15
Homeless	0.2
Socioeconomically Disadvantaged	24.3
Students with Disabilities	8.8

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

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

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

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

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

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.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders 2017	Yes	0
Mathematics	Eureka Math 2015	Yes	0
Science	Twig Science 2020	Yes	0
History-Social Science	Studies Weekly 2017	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

## School Facility Conditions and Planned Improvements

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. Staff, students and families take pride in our 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. Additionally, nightly additional custodian completes the cleaning of the building. The crossing guard, safe cross flag program and the school's student safety patrol program have greatly improved the traffic safety in front of our school.

Recent facility improvements include a new outdoor shade structure for students to eat and play protected from the sun and rain. New blinds were installed and more than half of the classrooms have been upgraded to new LCD monitors with the remaining classrooms scheduled to get the new LCD monitors before the start of the 2022-2023 school year. A new digital message board was installed to inform parents and community members about events and important school information. The exterior lighting was replaced with LED to improve visibility and safety at night. All the air filters throughout the campus were upgraded to Merv 13 filters exceeding CDPH recommendations.

In 2018 the Millbrae Elementary School District engaged with School Works to develop a Facilities Master Plan. This plan includes adding security fencing around the campus, replacing the kindergarten play structure, and replacing portable buildings with a new modular lab/specialty building

Year and month of the most recent FIT report

8/3/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			

School Facility Conditions and Planned Improvements				
Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Main Wing: kindergarden asphalt and playground need to be replace.

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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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	199	187	93.97	6.03	62.9
Female	99	94	94.95	5.05	68.82
Male	99	93	93.94	6.06	56.99
American Indian or Alaska Native	0	0	0	0	0
Asian	98	91	92.86	7.14	74.44
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100	0	27.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	25	92.59	7.41	52
White	40	37	92.5	7.5	62.16
English Learners	22	19	86.36	13.64	33.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	11	68.75	31.25	45.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	20	83.33	16.67	35

## 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	199	191	95.98	4.02	62.30
Female	99	95	95.96	4.04	58.95
Male	99	95	95.96	4.04	65.26
American Indian or Alaska Native	0	0	0	0	0
Asian	98	93	94.90	5.10	70.97
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	18.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	25	92.59	7.41	64.00
White	40	39	97.50	2.50	58.97
English Learners	22	20	90.91	9.09	30.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	12	75.00	25.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	21	87.50	12.50	33.33

## 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.

\*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.

\*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
<b>Science</b> (grades 5, 8 and high school)	N/A	42.62	N/A	43.08	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
<b>All Students</b>	63	61	96.83	3.17	42.62
<b>Female</b>	32	30	93.75	6.25	46.67
<b>Male</b>	30	30	100.00	0.00	40.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	36	34	94.44	5.56	50.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	12	100.00	0.00	50.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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

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 to 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 English Language Advisory Committee (DELAC).

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	418	413	13	3.1
Female	209	207	10	4.8
Male	208	205	3	1.5
American Indian or Alaska Native	0	0	0	0.0
Asian	206	206	5	2.4
Black or African American	3	3	0	0.0
Filipino	42	42	3	7.1
Hispanic or Latino	45	43	1	2.3
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	37	36	1	2.8
White	77	75	1	1.3
English Learners	67	65	2	3.1
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	101	101	6	5.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	43	43	4	9.3

### 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
<b>Suspensions</b>	0.44	0.00	1.63	0.00	3.47	0.20
<b>Expulsions</b>	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
<b>Suspensions</b>	2.31	1.82	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

The school's Safety Plan is updated regularly in collaboration with administration, faculty, staff, and parents. 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.

### 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	21	1	4	
1	24		2	
2	23		3	
3	26		3	
4	26		2	
5	28		3	
6				
Other	6	1		

## 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	26		3	
1	25		3	
2	27		2	
3	26		2	
4	27		2	
5	26		2	
6				
Other	16	2	2	

## 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	20	2	2	
1	26		2	
2	24		3	
3	25		2	
4	28		2	
5	31		2	
6				
Other	12	2	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	1356.7



## 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)	0.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
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	\$4,809	\$172	\$4,637	\$76,517
District	N/A	N/A	\$7,900	\$82,781
Percent Difference - School Site and District	N/A	N/A	-52.1	-7.9
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-58.2	-7.4

## 2020-21 Types of Services Funded

A combination of funds pays for one part-time reading teacher, an instructional aide who work with small groups of children who are not at grade level, and an instructional aide for English Learners who is funded through a combination of funds. State funds provide support for teachers new to the teaching profession for their 2 year Induction Program and the counselor is funded with a state supplemental allocation. Our elementary physical education teacher is funded with a Parcel Tax Allocation. Meadows PTO raises funds through book fairs, family donations, and an annual auction event for field trips, classroom supplies, art programs, library books, school equipment, special assemblies, and various school beautification projects. 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 area of technology. The Foundation also funded a social-emotion physical activity program.

## 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	\$53,956	\$51,450
Mid-Range Teacher Salary	\$81,694	\$80,263
Highest Teacher Salary	\$105,240	\$101,012
Average Principal Salary (Elementary)	\$132,581	\$128,082
Average Principal Salary (Middle)	\$134,811	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$185,817	\$197,968
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	7%	6%

## Professional Development

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.

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	3	4

# Millbrae Elementary 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

<b>District Name</b>	Millbrae Elementary School District
<b>Phone Number</b>	(650) 697-5693
<b>Superintendent</b>	Debra French
<b>Email Address</b>	dfrench@millbraesd.org
<b>District Website Address</b>	www.millbraeschooldistrict.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
<b>All Students</b>	1470	1314	89.39	10.61	64.95
<b>Female</b>	713	638	89.48	10.52	72.86
<b>Male</b>	755	676	89.54	10.46	57.53
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	670	612	91.34	8.66	75.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	65	61	93.85	6.15	71.67
<b>Hispanic or Latino</b>	301	256	85.05	14.95	38.34
<b>Native Hawaiian or Pacific Islander</b>	30	28	93.33	6.67	25.00
<b>Two or More Races</b>	147	131	89.12	10.88	72.09
<b>White</b>	250	221	88.40	11.60	65.60
<b>English Learners</b>	180	151	83.89	16.11	20.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	138	109	78.99	21.01	34.86
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	144	123	85.42	14.58	14.75

## 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
<b>All Students</b>	1469	1357	92.38	7.62	59.41
<b>Female</b>	713	661	92.71	7.29	59.91
<b>Male</b>	754	695	92.18	7.82	58.87
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	669	636	95.07	4.93	75.47
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	65	62	95.38	4.62	61.29
<b>Hispanic or Latino</b>	301	258	85.71	14.29	25.29
<b>Native Hawaiian or Pacific Islander</b>	30	26	86.67	13.33	15.38
<b>Two or More Races</b>	147	134	91.16	8.84	66.42
<b>White</b>	250	235	94.00		52.99
<b>English Learners</b>	180	163	90.56	9.44	24.54
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	137	116	84.67	15.33	26.72
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	144	121	84.03	15.97	20.66

## 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.

\*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.

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

