



Meadows School

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

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

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Millbrae Elementary School District

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District Governing Board

Lynne Ferrario
D. Don Revelo
Denis Fama
Frank Barbaro
Maggie Musa

District Administration

Vahn Phayprasert
Superintendent

Claire Beltrami
Associate Superintendent

Richard Champion
Chief Business Official

Anita Allardice
Director Special Education

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 intense desires 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. In working toward our mission, our desires fuel a strong commitment to prepare all students for responsible citizenship in a global society through partnerships and collaboration with 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 area of English Language Arts, particularly Academic Language Development, as our focus with 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	85
Grade 1	65
Grade 2	70
Grade 3	61
Grade 4	69
Grade 5	64
Total Enrollment	414

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	52.9
Filipino	7.5
Hispanic or Latino	10.9
Native Hawaiian or Pacific Islander	0.5
White	22.9
Two or More Races	4.3
Socioeconomically Disadvantaged	12.3
English Learners	24.6
Students with Disabilities	3.9
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Meadows School	14-15	15-16	16-17
With Full Credential	16	17	19
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Millbrae Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Meadows School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	98.0	2.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	97.8	2.2

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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: January 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillian-McGraw The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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 rest rooms 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 and 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:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	74	84	89	77	76	71	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.9	21.9	32.8

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	69	73	62	66	44	48
Math	66	64	59	60	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	***	***	***	***
Asian	16	16	100.0	93.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*** The Science data provided by CDE was reviewed and found to be incorrect. This table will be updated with data upon release of accurate data.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	60	56	93.3	67.9
	4	70	67	95.7	77.6
	5	64	64	100.0	71.9
Male	3	32	31	96.9	67.7
	4	42	40	95.2	75.0
	5	30	30	100.0	63.3

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	28	25	89.3	68.0
	4	28	27	96.4	81.5
	5	34	34	100.0	79.4
Asian	3	38	36	94.7	75.0
	4	35	34	97.1	85.3
	5	42	42	100.0	71.4
White	4	19	18	94.7	72.2
English Learners	3	16	15	93.8	73.3
	4	17	16	94.1	75.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	60	56	93.3	71.4
	4	70	68	97.1	63.2
	5	64	64	100.0	59.4
Male	3	32	31	96.9	77.4
	4	42	40	95.2	65.0
	5	30	30	100.0	66.7
Female	3	28	25	89.3	64.0
	4	28	28	100.0	60.7
	5	34	34	100.0	52.9
Asian	3	38	36	94.7	86.1
	4	35	35	100.0	80.0
	5	42	42	100.0	69.0
White	4	19	18	94.7	50.0
English Learners	3	16	15	93.8	60.0
	4	17	17	100.0	47.1

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Millbrae 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, and parent education sessions. Meadows School has a very active PTO, SSC, and 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. To find out more about how you can become involved at our school, please call Daina Lujan at 650.583.7590.

State Priority: School Climate

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

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, 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 to ensure appropriate responses to extreme allergic reactions. The Millbrae community supports the school's effort to address safety for families. It 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			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.7
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.7	1.3	1.3
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1.4
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	21	22	22	2	2	2	3	2	2			
1	28	25	25				2	3	3			
2	24	26	26				2	2	2			
3	25	24	24	1	1	1	2	2	2			
4	32	32	32				2	2	2			
5	32	31	31				2	2	2			
Other	6	7	7	1	2	2						

Professional Development provided for Teachers

Teachers of Meadows Elementary attend staff development throughout the school year. These days are devoted to curriculum alignment with English Language Development (ELD) standards 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 determines professional development topics. Staff training time is divided into several afternoon sessions and covered the following topics: differentiated instruction, math instruction, writing strategies, 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. Staff also have two district wide professional development days during the course of the school year.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,377	\$44,507
Mid-Range Teacher Salary	\$70,374	\$68,910
Highest Teacher Salary	\$90,651	\$88,330
Average Principal Salary (ES)	\$115,008	\$111,481
Average Principal Salary (MS)	\$122,764	\$115,435
Average Principal Salary (HS)		\$113,414
Superintendent Salary	\$173,382	\$169,821
Percent of District Budget		
Teacher Salaries	39%	39%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$3,574	\$44	\$3,530	\$65,972
District	♦	♦	\$5,608	\$69,942
State	♦	♦	\$5,677	\$71,610
Percent Difference: School Site/District			-37.1	-5.7
Percent Difference: School Site/ State			-37.8	-7.9

* Cells with ♦ do not require data.

Types of Services Funded

A combination of funds pays for one part-time reading teacher, who works with small groups of children who are not reading at grade level. There is also an instructional aide for English Learners who is partially funded with federal funds. State funds provide the majority of the budget to fund instructional aides. 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 and a family donation, dinner, and auction. The newly formed Millbrae Education Foundation sponsored a district wide walk-a-thon to begin raising funds to provide two part-time music instructors and a part-time technology instructor.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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.