



# Abbott Middle School

600 West 36th Avenue • San Mateo, CA 94403 • (650) 312-7600 • Grades 6-8

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<https://abbott.smfcsd.net>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
Superintendent

### School Description

Abbott Middle School opened in 1954 and was named after school board member Pansy Jewett Abbott. Her passion for teaching and education were hallmarks of her career. Abbott is continuing her legacy by "Striving for Excellence" which is the school motto. Abbott's overarching goal for student achievement is that all students will make measurable progress in mastering grade level Common Core State Standards. The school's instructional program emphasizes twenty-first century learning goals including collaboration, creativity, communication and critical thinking. Abbott strives to develop each student's character and citizenship, and to teach students how to live a healthy life and maintain positive relationships with their peers. The school community encourages students to make positive contributions to their communities and to enrich their lives by becoming active participants in their own education as well as volunteering in community service projects. Our elected ASB along with Student Council meet regularly promoting ideas on how to create a more engaging atmosphere. The school encourages and supports active participation of parents and community organizations. With a fixed focus on closing the achievement gap, Abbott remains committed to preparing every student for success by attracting and maintaining competent teachers, allocating appropriate financial resources to ensure efficient and successful accomplishment of the District's mission, providing a safe, nurturing learning environment and by working together.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	263
Grade 7	243
Grade 8	291
Total Enrollment	797

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.1
Asian	8.4
Filipino	4.3
Hispanic or Latino	55.6
Native Hawaiian or Pacific Islander	1.9
White	22.7
Two or More Races	5
Socioeconomically Disadvantaged	45.2
English Learners	26.6
Students with Disabilities	13.9
Foster Youth	0.1
Homeless	4

## 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 Abbott Middle School	18-19	19-20	20-21
With Full Credential	41	44	43
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Abbott Middle School

Indicator	18-19	19-20	20-21
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 2020-21)

### Quality, Currency, Availability of Textbooks and Instructional Materials

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

## Textbooks and Instructional Materials

Year and month in which data were collected: January 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>The following textbooks and materials were SMFC Board Adopted in April 2017 or as indicated: Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011 English Language Arts/English Language Development: Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017 Grades 6-8, SpringBoard, The College Board, California Edition, 2017</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Mathematics	<p>The following textbooks and materials were adopted as indicated below: Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016) College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6 College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7 College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>The following textbooks and materials were adopted as indicated below: Grades K-5, Twig (2019) (SMFC Board Adopted February 2020) Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>The following textbooks and materials were adopted in May 2007: Grades K-5, Harcourt School Publishers, Reflections: California Series (2007) Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Install new filters. Repair boiler
<b>Interior:</b> Interior Surfaces	Fair	Floors are dirty from the bottom of the chairs. Will install chair protectors.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Deer coming onto campus. Vermin problem controlled by regular visits by exterminator.
<b>Electrical:</b> Electrical	Fair	Install new light at end of parking lot.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Install hand sanitizer and paper towel dispensers
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Need to recycle old paint.
<b>Structural:</b> Structural Damage, Roofs	Good	New Gym construction
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Need to repair cement trip hazards. Clean/repair rain gutters. Trim trees along fence line.
<b>Overall Rating</b>	<b>Fair</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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	50	N/A	62	N/A	50	N/A
Math	33	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	35	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parent Involvement Contact:

Name - Kristi Puls

Email - president@abbottpta.org

School Phone - (650) 312-7600

Abbott has a very active PTA which meets monthly and supports teachers, students, parents and school programs. Abbott also has a School Site Council (SSC) consisting of twelve members that includes teachers, parents, staff and students. Quarterly meetings of the English Language Advisory Committee (ELAC) are held with parents of English Language Learners.

The COVID-19 pandemic and the resulting shift to Full-Time Distance Learning in March 2020 caused the cancellation of on-campus community activities while others were held virtually via Google Meet or Zoom. Under non-COVID-19 circumstances, many Abbott parents participate in school activities, serving as office volunteers, coaches, drama assistants, library volunteers, tutors, classroom guest speakers, facilitators of school-wide events, sponsors of parent education events, science fair judges and field trip chaperones. Abbott communicates with students, parents and staff through its daily student bulletins, weekly staff bulletins, bi-monthly parent bulletins, SchoolLoop and via its newly redesigned school website.



**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.0	6.0	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.2	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	398.5

\*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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

\*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 (Secondary)**

Subject	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	27	3	24		25	3	28		26	4	19	
Mathematics	25	6	18		27	2	18		26	2	18	
Science	28		19		27	1	19		27	2	17	
Social Science	29		19		27	3	19		28	1	19	

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

#### Types of Services Funded

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,352	\$2,777	\$5,575	\$85,009
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-40.4	-0.4
School Site/ State	-32.6	1.0

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

# Audubon Elementary School

841 Gull Avenue • Foster City, CA 94404 • (650) 312-7500 • Grades K-5

Douglas Garriss, Principal

dgarriss@smfcsd.net

<https://audubon.smfcsd.net/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
Superintendent

### School Description

Audubon Elementary School provides a challenging learning environment, demanding excellence from our students and staff, and capitalizing on the rich diversity of our community and the supportive involvement of our parents. Audubon Elementary School is committed to our implementation of Response to Intervention (RTI) model. RTI is a framework for the integration of academic and behavior supports for all students in our school community. Our school-wide focus on RTI ensures high quality, research-based instruction in the general education classroom.

The California Core Standards are our guide for what students should know and be able to do at each grade level. We teach to these standards, implementing curriculum that emphasizes listening, speaking, critical thinking, reading, writing and mathematics. Our Elementary curriculum includes: English language arts, mathematics, science, history/social science, health and physical education, music, art and technology. The RTI framework includes our school-wide Positive Behavior Intervention and Support (PBIS) program. PBIS supports social and emotional learning competencies for all students, cultivating a community committed to our Four Pillars of Excellence: Respect, Responsibility, Safety and Engagement.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	146
Grade 1	144
Grade 2	143
Grade 3	119
Grade 4	112
Grade 5	107
Total Enrollment	771

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
Asian	54.2
Filipino	5.1
Hispanic or Latino	9.9
Native Hawaiian or Pacific Islander	0.3
White	18.7
Two or More Races	10.9
Socioeconomically Disadvantaged	5.6
English Learners	21.8
Students with Disabilities	3
Homeless	0.3

## 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 Audubon Elementary	18-19	19-20	20-21
With Full Credential	35	38	36
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Audubon Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

### Quality, Currency, Availability of Textbooks and Instructional Materials

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

## Textbooks and Instructional Materials

Year and month in which data were collected: January 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>The following textbooks and materials were adopted in April 2017 or as indicated: Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011, English Language Arts/English Language Development: Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017; Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Mathematics	<p>The following textbooks and materials were adopted as indicated below: Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016) College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6 College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7 College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>The following textbooks and materials were adopted as indicated below: Grades K-5, Twig (2019) (SMFC Board Adopted February 2020) Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>The following textbooks and materials were adopted in May 2007: Grades K-5, Harcourt School Publishers, Reflections: California Series (2007) Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	New Filters were installed. Need to clean out ducting.
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Geese inhabiting play yard lawn and insects around trees near office.
<b>Electrical:</b> Electrical	Fair	Need to repair ballasts in rooms 32, 26,7.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Need to replace gaskets in Boys RR. Need to install paper towel and hand sanitizer dispensers.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Need to recycle old ballasts.
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Need to repair backflow. Need to patch hole in driveway. Bathroom doors do not shut properly.
<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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	74	N/A	62	N/A	50	N/A
Math	76	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	50	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parent Involvement Contact:

Name - PTA President - Robin Barrientos; School Site Council Chairperson - Irene Wang

Email - president@audubonpta.org; irenewwang@yahoo.com

School Phone - (650) 312-7500

Audubon has active parental support through the PTA, English Learner Advisory Committee (ELAC), School Site Council, Classrooms (Room Parents), which have all functioned virtually during Distance Teaching and Learning. The school follows the District's established homework policy and conferences with parents a minimum of two times a year, more often as the need arises. The Audubon School Site Council is directly involved in planning, budget development, program implementation and evaluation of the school site plan. Teachers, principal, staff and parents are members of the School Site Council; therefore, input and discussion are representative of the major school groups. The PTA sponsors family-oriented activities throughout the year. In addition, the PTA provides supplemental learning activities such as field trips to cultural events, science experiences and enrichment activities. Audubon's 2020-21 Reopening Plan Team is composed of principal, teachers, staff, and parents. The purpose of this team is to collaborate and organize a safety plan for a reopening in the hybrid program once COVID-19 conditions allow it. The COVID-19 pandemic and the resulting shift to Full-Time Distance Learning in March 2020 caused the cancellation of on-campus community activities while others, such as Reflections Art Contest and Scripps Spelling Bee, were held virtually.

**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.3	0.2	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

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	

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24		7		22		7		21		4	
1	25		5		25		6		24		6	
2	23		5		25		5		24		6	
3	24		5		23		5		24		5	
4	30		4		30		4		28		4	
5	29		4		30		4		27		4	
Other**												

\*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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

#### Types of Services Funded

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,018	\$837	\$6,182	\$89,428
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-30.4	4.7
School Site/ State	-22.5	6.0

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

# Bayside Academy

2025 Kehoe Avenue • San Mateo, CA 94403 • (650) 312-7670 • Grades K-8

John Cosmos, Principal

[jcosmos@smfcsd.net](mailto:jcosmos@smfcsd.net)

<https://bayside.smfcsd.net/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
Superintendent

### School Description

Bayside Academy is a uniquely designed, interconnected public school in the San Mateo-Foster City School District. It houses a shared campus with elementary school (K-5) and middle school (6-8) students. The school uniquely combines the focus of Science, Technology, Engineering, Art and Mathematics through an interdisciplinary approach to instruction and learning. We teach all subjects through Common Core State Standards and Next Generation Science Standards (NGSS). We also provide programs to support social emotional learning for all students.

The Bayside Academy elementary program (grades K-5) provides learning experiences that involve collaboration, cooperation, critical thinking and communication. Our elementary program provides:

- Student-centered curriculum in Math and Language Arts
- STEAM lessons in the subject areas of Science, Technology, Engineering, Arts and Mathematics
- Outdoor Education program for fourth and fifth grade students (when it is safe to resume this program)
- A focus on social emotional learning through PBIS, daily morning meetings, mindfulness activities, and counseling support
- Opportunities for Student Leadership: Peacemakers, Safety Patrol and Student Council

The Bayside Academy middle school program (grades 6-8) focuses on STEAM (Science, Technology, Engineering, Art, and Mathematics) to position students and staff on an innovative academic path. Our middle school program provides:

- An instructional project-based environment in which students are immersed in STEAM subject areas
- Exposure to STEAM subjects which equips students for the future, giving them specific proficiencies in the methodologies of the various STEAM fields
- State standards for each grade level using state adopted texts, including NGSS standards in science
- A focus on social emotional learning through restorative practices, homeroom activities, character development assemblies, clubs and extracurricular activities, and counseling support
- GATE, Mandarin Immersion, and Newcomer English Learner programs housed on campus

### Mission Statement

The mission of Bayside Academy is to engage all students through integrated experiences that encourage critical thinking and a growth mindset. We are a community built on collaboration, communication and positive relationships where we encourage all students to be lifelong learners.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	41
Grade 1	48
Grade 2	50
Grade 3	39
Grade 4	42
Grade 5	39
Grade 6	201
Grade 7	241
Grade 8	208
Total Enrollment	909

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.1
Asian	15.3
Filipino	4.4
Hispanic or Latino	49.6
Native Hawaiian or Pacific Islander	6.7
White	14.1
Two or More Races	8.5
Socioeconomically Disadvantaged	42.7
English Learners	26.8
Students with Disabilities	10.6
Foster Youth	0.3
Homeless	1.8

## 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

Teacher Credentials for Bayside Academy	18-19	19-20	20-21
With Full Credential	46	52	50
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Bayside Academy

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	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 2020-21)

### Quality, Currency, Availability of Textbooks and Instructional Materials

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

## Textbooks and Instructional Materials

Year and month in which data were collected: January 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>The following textbooks and materials were adopted in April 2017 or as indicated: Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011, English Language Arts/English Language Development: Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017; Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Mathematics	<p>The following textbooks and materials were adopted as indicated below: Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016) College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6 College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7 College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>The following textbooks and materials were adopted as indicated below: Grades K-5, Twig (2019) (SMFC Board Adopted February 2020) Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>The following textbooks and materials were adopted in May 2007: Grades K-5, Harcourt School Publishers, Reflections: California Series (2007) Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Need to install filters. Replace gas cover by Theatre. Need to repair AC in server room. New heat in gym.
<b>Interior:</b> Interior Surfaces	Fair	Need to repair floors in room 3 & 5.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Poor	
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Need to fix toilets in library and install paper towel dispensers.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Need to recycle old light bulbs.
<b>Structural:</b> Structural Damage, Roofs	Fair	Need to replace drop ceiling.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	New Gym construction finished. Need to repair rain gutters. Need to repair water line in parking lot. Need to repair double gate by gym. Fix stairs in front of school
<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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	54	N/A	62	N/A	50	N/A
Math	44	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	37	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parent Involvement Contact:

Name - Cathy Immanuel, PTA President

Email - cimmanuel.baysidepta@gmail.com

School Phone - 650-312-7660

Bayside Academy enjoys an active PTA. Their two major goals are to support the instructional program at the school and to assist the instructional staff and student body. The PTA works diligently to raise funds for the school, provide enriching and recreational activities for students and provide support for the staff through a variety of activities. The COVID-19 pandemic and the resulting shift to Full-Time Distance Learning in March 2020 caused the cancellation of on-campus community activities while others were held virtually via Zoom. PTA has been involved in providing parent education events throughout the pandemic to provide social/emotional support for our school community during these challenging times.

Bayside also has a heavily involved English Language Advisory Committee (ELAC) that meets quarterly to discuss the needs of English Learner students. Finally, parents serve on our School Site Council, a decision-making body that helps to develop and monitor our school's improvement plan. This year, site council has also been involved in the planning for the reopening of in-person learning following COVID safety protocols.

**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.9	3.0	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.3	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	454.5

\*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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24		2		23		2		21		2	
1	26		1		23		2		24		2	
2	25		2		25		1		25		2	
3	23		2		25		2		26		1	
4	22		1		26		1		27		2	
5	30		2		31		2		30		1	
Other**												

\*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.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	25	6	18	1	25	3	22	1	24	4	21	0
Mathematics	25	7	19	0	27	5	19	1	25	2	23	1
Science	28	2	18	3	26	1	22	2	25	1	24	0
Social Science	26	3	18	1	26	2	20	1	23	10	14	0

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

\* This table includes data for grades six through eight

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3



## Professional Development – 2018-2021

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

### Types of Services Funded

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

### 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).

### California School Dashboard

The California School Dashboard (Dashboard) <https://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.

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,181	\$2,375	\$5,806	\$76,470
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-36.5	-11.0
School Site/ State	-28.7	-9.6

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

# Baywood Elementary School

600 Alameda de las Pulgas • San Mateo, CA 94402 • (650) 312-7511 • Grades K-5

Amanda Driscoll, Principal

[adriscoll@smfcsd.net](mailto:adriscoll@smfcsd.net)

<https://baywood.smfcsd.net/>

## 2019-20 School Accountability Report Card

Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
Superintendent

### School Description

Baywood Elementary School is a self-consciously principled and caring community of students, staff and parents who share a sense of common purpose and commitment to the learning of every individual. We believe that learning is a function of the whole child. While we offer a rigorous, academic curriculum, we also provide learning experiences for our children which embrace our diversity and include the fine arts, character development and social emotional literacy and responsibility. Baywood's mission is for all members of the Baywood School community, students, parents, teachers, and staff, to work interactively towards a lifelong love of learning, in a respectful, safe, supportive and challenging learning environment and to provide our students with the new survival skills needed to succeed in a globalized era. In 2010, and again in 2020, Baywood was the proud recipient of the California Distinguished School Award.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	126
Grade 1	113
Grade 2	103
Grade 3	115
Grade 4	136
Grade 5	105
Total Enrollment	698

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.3
Asian	15.3
Filipino	1.6
Hispanic or Latino	27.8
Native Hawaiian or Pacific Islander	0.7
White	40.5
Two or More Races	12.2
Socioeconomically Disadvantaged	19.3
English Learners	15.6
Students with Disabilities	4.7
Homeless	0.6

## 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 Baywood Elementary	18-19	19-20	20-21
With Full Credential	33	35	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Baywood Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)****Quality, Currency, Availability of Textbooks and Instructional Materials**

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

**Textbooks and Instructional Materials**

**Year and month in which data were collected: January 2021**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>The following textbooks and materials were adopted in April 2017 or as indicated:            Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011,            English Language Arts/English Language Development:            Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017;            Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>The following textbooks and materials were adopted as indicated below:            Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK            Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016)            College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6            College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7            College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>The following textbooks and materials were adopted as indicated below:            Grades K-5, Twig (2019) (SMFC Board Adopted February 2020)            Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>The following textbooks and materials were adopted in May 2007:            Grades K-5, Harcourt School Publishers, Reflections: California Series (2007)            Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Need to repair sewer line and add retaining wall.
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Ants found in office.
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Need to install hand washing station and repair sink in Bathroom in room 4.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Fair	Need to clean roof and gutters.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Need to resurface pavement and fix stairs.
<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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	74	N/A	62	N/A	50	N/A
Math	72	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	64	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parent Involvement Contact:

Name - Cheryl Hagedorn

Email - presidents@baywoodpta.org

School Phone - 650-312-7511

Baywood has a very active and supportive PTA, School Site Council and English Learner Advisory Committee (ELAC). All of these groups have functioned virtually during Distance Learning. The School Site Council is directly involved in planning, budget development, program implementation and evaluation of the school site plan. Teacher, principals, staff and parents are members of the School Site Council to ensure there is representation of the major school groups. These groups work closely together to shape the direction of the school. They provide insight and perspective about our site plan. Their efforts compliment the school's goal to maximize learning and academic success for all students. Baywood's 2020-21 Reopening Plan Team is composed of principal, teachers, staff and parents. The purpose of this team is to collaborate and organize a safety plan for a reopening in the hybrid model. The Baywood PTA goes above and beyond to fund, organize and support programs, develop educational and enrichment opportunities for all students, and facilitate community building activities. Program chairs, room parents, classroom communicators and PTA board members work collaboratively with the staff to create a positive, engaging learning environment for all students.

The COVID-19 pandemic and the resulting shift to Full-Time Distance Learning in March 2020 caused the cancellation of on-campus community activities while others were held virtually via Google Meet. Under non-COVID circumstances, the PTA offers assistance to teachers in individual classrooms, in the school library and in our dream lab. They provide financial support for Baywood's support staff and social emotional learning program, and parent education classes. They offer cultural enrichment activities and assemblies for students as well as a science fair, arts and science day, talent show and art show. The PTA also sponsors Literacy Week, author visits and book fairs to reinforce Baywood's emphasis on literacy and developing lifelong readers. Finally, in order to promote community service, the PTA supports a service-oriented Student Council and Project Wee Care which helps members of the San Mateo community who are in need of assistance with food and clothing. For more information about parent involvement, please see Baywood's website: <http://baywood.smfc.k12.ca.us> or call (650) 312-7511 for more information.

**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.2	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

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	

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22	2	4		22		6		25		5	
1	19	1	5		26		4		23		5	
2	23		6		22		5		26		4	
3	23		5		23		6		28		5	
4	31		4		26		4		30		4	
5	30		4		31		4		30		3	
Other**									30		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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

**Types of Services Funded**

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

**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).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://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.

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,072	\$1,522	\$6,550	\$88,726
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-24.7	3.9
School Site/ State	-16.8	5.3

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

# Beach Park Elementary School

1058 Shell Blvd • Foster City, CA 94404 • 650-312-7400 • Grades K-5

Amy Snow, Principal

asnow@smfcsd.net

<https://beach-park.smfcsd.net/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### **San Mateo-Foster City School District**

1170 Chess Drive  
Foster City, CA 94404  
650-312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### **District Governing Board**

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### **District Administration**

Joan Rosas, Ed.D.  
**Superintendent**

### **School Description**

Beach Park Elementary School opened in August 2020 with grades K-3.

At Beach Park Elementary School, students are prepared to make a positive contribution to the community through the Design Thinking process. We believe that character building and a rigorous academic program are interdependent and are essential to our students' success. At Beach Park, we use Responsive Classroom and Second Step to intentionally teach social/emotional skills and tools as a way to help our children become responsible citizens who use kindness, empathy and are courageous. Beach Park provides a standards-based curriculum in a stimulating learning environment. Our goal is each Beach Park child will continue to be a lifelong learner and a contributing member of our society. Beach Park's vision is to develop students who are responsible for their learning and use empathy to collaborate academically and socially. Our students are resilient and successfully lead with critical thinking and perseverance. We are all teachers and learners in a joyful, rigorous and inclusive environment. We create a joyful school by caring for the well-being of all, believing and ensuring we feel a sense of belonging, encouraging autonomy, creating diverse opportunities for mastery, and providing room for everyone to grow.

Our staff is committed to a set of core values that guide us in how we will work together in order to achieve our vision of an exceptional learning environment for all students. Two major goals are:

- 1) All students will meet or exceed the San Mateo-Foster City School District's Standards for Student Achievement.
- 2) Students will be responsible citizens who care and contribute to the world we live in.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	

## 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 Beach Park Elementary	18-19	19-20	20-21
With Full Credential			6
Without Full Credential			0
Teaching Outside Subject Area of Competence			0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Beach Park Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			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 2020-21)****Quality, Currency, Availability of Textbooks and Instructional Materials**

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

**Textbooks and Instructional Materials**

**Year and month in which data were collected: January 2021**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>The following textbooks and materials were adopted in April 2017 or as indicated:            Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011,            English Language Arts/English Language Development:            Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017;            Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>The following textbooks and materials were adopted as indicated below:            Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK            Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016)            College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6            College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7            College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>The following textbooks and materials were adopted as indicated below:            Grades K-5, Twig (2019) (SMFC Board Adopted February 2020)            Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>The following textbooks and materials were adopted in May 2007:            Grades K-5, Harcourt School Publishers, Reflections: California Series (2007)            Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.



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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		
<b>Interior:</b> Interior Surfaces		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		
<b>Electrical:</b> Electrical		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		
<b>Safety:</b> Fire Safety, Hazardous Materials		
<b>Structural:</b> Structural Damage, Roofs		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		
<b>Overall Rating</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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA		N/A		N/A		N/A
Math		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Family Engagement

Name - PTA President-Tom Hsu

Email -tomhsu@gmail.com

School Phone - 650-312-7400

At Beach Park Elementary School, families are viewed as partners in their children's education. We create a culture of Family Engagement by creating a true partnership with families as they are the supporters, encouragers, monitors, advocates, decision makers, and collaborators in their child's education. Every event we hold at Beach Park has a link to learning component and all parents take an active role in the learning when they attend. Some of our yearly Family Engagement events are: Back to School Night Principal and Teacher, Parent/Guardian and Teacher Conferences, Design Thinking Fall Showcase, Reading in a Winter Wonderland, I LOVE Learning, Student Led Conferences, and our Design Thinking Spring Showcase.

Beach Park has active parental support through the PTA, English Learner Advisory Committee (ELAC), School Site Council, Classrooms (Room Parents), which have all functioned virtually during Distance Teaching and Learning. The school follows the District's established homework policy and conferences with parents three times a year, more often as the need arises. The Beach Park School Site Council is directly involved in planning, budget development, program implementation and evaluation of the school site plan. Teachers, principal, staff and parents are members of the School Site Council; therefore, input and discussion are representative of the major school groups. The PTA was newly formed and looks forward to sponsoring family-oriented activities throughout the year. In addition, the PTA provides supplemental learning activities such as field trips to cultural events, science experiences and enrichment activities. Beach Park's 2020-21 Reopening Plan Team is composed of principal, teachers, staff, and parents. The purpose of this team is to collaborate and organize a safety plan for a reopening in the hybrid program once COVID-19 conditions allow it.

**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	N/A	N/A	1.2	1.6	3.5	3.5
Expulsions	N/A	N/A	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	N/A	1.1	
Expulsions	N/A	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

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	

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
Other**												

\*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.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
Mathematics												
Social Science												

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

#### Types of Services Funded

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	0	0	0	0
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-200.0
School Site/ State	-200.0	-200.0

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



# Beresford Elementary School

300 28th Avenue • San Mateo, CA 94403 • (650) 312-7551 • Grades K-5

Erin Felix, Principal

efelix@smfcsd.net

<https://beresford.smfcsd.net/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
Superintendent

### School Description

At Beresford Elementary School, students are prepared to make a positive contribution to the community. We believe that character building and a rigorous academic program are interdependent and are essential to our students' success. At Beresford, we use the Lifelong Guidelines and Life Skills as a way to help our children become responsible citizens and achieve their personal best. Beresford provides a standards-based curriculum in a stimulating learning environment. Our hope is that each Beresford child will continue to be a lifelong learner and a contributing member of our society. Beresford's mission is that school staff, students and families be a community of lifelong learners who work together to provide a positive, safe and motivating environment. Our staff is committed to a set of core values that guide us in how we will work together in order to achieve our vision of an exceptional learning environment for all students. Two major goals are:

- 1) All students will meet or exceed the San Mateo-Foster City School District's Standards for Student Achievement.
- 2) Students will be responsible citizens who care and contribute to the world we live in.



## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	46
Grade 2	49
Grade 3	46
Grade 4	39
Grade 5	49
Total Enrollment	277

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.4
Asian	5.1
Filipino	6.9
Hispanic or Latino	50.5
Native Hawaiian or Pacific Islander	1.8
White	24.2
Two or More Races	10.5
Socioeconomically Disadvantaged	44.4
English Learners	31.8
Students with Disabilities	5.1
Homeless	8.7

## 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 Beresford Elementary	18-19	19-20	20-21
With Full Credential	14	15	16
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Beresford Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

### Quality, Currency, Availability of Textbooks and Instructional Materials

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

## Textbooks and Instructional Materials

Year and month in which data were collected: January 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>The following textbooks and materials were adopted in April 2017 or as indicated: Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011, English Language Arts/English Language Development: Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017; Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Mathematics	<p>The following textbooks and materials were adopted as indicated below: Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016) College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6 College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7 College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>The following textbooks and materials were adopted as indicated below: Grades K-5, Twig (2019) (SMFC Board Adopted February 2020) Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>The following textbooks and materials were adopted in May 2007: Grades K-5, Harcourt School Publishers, Reflections: California Series (2007) Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Need to repair sewer line in front of school , backfill and pave. Need to install filters.
<b>Interior:</b> Interior Surfaces	Fair	Gym floor needs repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Bathroom floors need to be scrubbed.
<b>Electrical:</b> Electrical	Fair	Water leak near electrical panel needs fixing.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	New paper towel dispensers need to be installed.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Storm drains need cleaning. LGI window needs to be repaired. Asphalt near bike rack needs repair.
<b>Overall Rating</b>	<b>Fair</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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	52	N/A	62	N/A	50	N/A
Math	53	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	29	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parent Involvement Contact: Meredith Nassihi

Name - PTA President-Meredith Nassihi

Email - president@beresfordpta.com

School Phone - 650-312-7551

At Beresford Elementary School, families are viewed as partners in their children's education. They are encouraged to be involved in the school program and their support and active participation is appreciated.

The COVID-19 pandemic and the resulting shift to Full-Time Distance Learning in March 2020 caused the cancellation of on-campus community activities while others were held virtually via Google Meet. Under non-COVID-19 circumstances, there are a number of opportunities to learn about the school's instructional program including Back-to-School Night in the fall, teacher conferences in October, student-led conferences in May, Math, Science and Literacy Nights, the Spring Art Celebration and our PTA/Parent Education meetings. The PTA also sponsors a number of community building events including the Back to School Barbecue and the annual Dance Party.

The school has an active PTA and School Site Council that support the achievement of the school's goals. The PTA's goal is to build community through communication. There is a focus on outreach to our English Learner parents; bilingual room parents have been recruited and the PTA is committed to translating all information that is sent home. The parents of our English Learner students have the additional opportunity to participate on the English Learner Advisory Committee (ELAC). ELAC meets four times throughout the year to specifically address the needs of our English Learner population.

**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.3	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

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	

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	25		2		23		2		24		2	
1	23		2		24		2		23		2	
2	22		2		22		2		25		2	
3	26		2		23		2		23		2	
4	22		2		28		1		29		1	
5	31		1		31		2		29		1	
Other**									30		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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

#### Types of Services Funded

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,262	\$975	\$6,287	\$77,164
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-28.8	-10.0
School Site/ State	-20.8	-8.7

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

# Borel Middle School

425 Barneson Avenue • San Mateo, CA 94402 • (650) 312-7670 • Grades 6-8

Kenyetta Cook, Principal

kcook@smfcsd.net

<https://borel.smfcsd.net/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
Superintendent

### School Description

At Borel Middle School, we take great pride in our school. We stress high academic standards and respectful, responsible behavior. We value the richness of a diverse student body and the partnership we strive to create between home and school. We have a talented, capable staff; a rigorous curriculum, and a safe environment. It is the mission of the Borel Middle School staff to hold itself accountable to high levels of achievement for all students as determined by state and national standards. For the 2020-2021 school year, the SMFC Board of Trustees approved Full-time Distance Learning for middle school students. Currently, students engage in their classes virtually, we call this Distance Learning. Our students with urgent needs have an opportunity to attend learning hubs. The learning hub is a technology-rich learning environment with both physical and virtual components that provide opportunities for learners to come together with peers and staff to receive additional support. During Distance Learning, the Borel staff remains committed to meeting the unique academic and social needs of our diverse student body through a comprehensive system of instruction and support in a nurturing, caring, and safe environment.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	364
Grade 7	347
Grade 8	342
Total Enrollment	1,053

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.1
Asian	12.9
Filipino	3.7
Hispanic or Latino	46.7
Native Hawaiian or Pacific Islander	1.4
White	25.3
Two or More Races	8.1
Socioeconomically Disadvantaged	34.6
English Learners	16
Students with Disabilities	8.1
Homeless	3.2

## 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 Borel Middle School	18-19	19-20	20-21
With Full Credential	46	49	53
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Borel Middle School

Indicator	18-19	19-20	20-21
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 2020-21)

### Quality, Currency, Availability of Textbooks and Instructional Materials

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

## Textbooks and Instructional Materials

Year and month in which data were collected: January 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>The following textbooks and materials were adopted in April 2017 or as indicated: Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011, English Language Arts/English Language Development: Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017; Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Mathematics	<p>The following textbooks and materials were adopted as indicated below: Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016) College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6 College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7 College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>The following textbooks and materials were adopted as indicated below: Grades K-5, Twig (2019) (SMFC Board Adopted February 2020) Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>The following textbooks and materials were adopted in May 2007: Grades K-5, Harcourt School Publishers, Reflections: California Series (2007) Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Need to install filters. Need to install AC in 4 classrooms. Need to repair office AC.
<b>Interior:</b> Interior Surfaces	Fair	New flooring installed in rooms 27 and 33.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Pests in ceiling.
<b>Electrical:</b> Electrical	Fair	Need to replace 4 ballasts in office. Motion sensor not working in gym.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Broken pipe in custodian room. Staffroom door sticks. Need to replace exhaust in restroom.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Need to recycle ballasts.
<b>Structural:</b> Structural Damage, Roofs	Good	Art Room roof needs repair. New Gym under construction.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Need to repair irrigation valve. Need to clean roof and gutters. Stairs need to be painted. New walking ramps.
<b>Overall Rating</b>	<b>Fair</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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	63	N/A	62	N/A	50	N/A
Math	50	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	41	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.



**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parent Involvement Contact:

Name - Lisa Shirley

Email - lisashirley37@gmail.com

School Phone - 650-312-7670

Borel Middle School has a very active PTA. During Distance Learning, parent leaders collaborate with Borel staff to host virtual parent education nights. Our students and staff receive a tremendous amount of support from PTA. Borel's PTA funds provide supplemental materials for each department, enrichment events, and opportunities, supplemental counseling, as well as administrative services. Through these and countless other services for the school, our PTA enables the Borel staff to more effectively provide a quality educational experience for our students.

The School Site Council, a diverse group of stakeholders (certificated staff, classified staff, parents, students, and principal) meet virtually to collaborate and provide input on the School Plan for Student Achievement. The School Site Council reviews student achievement and wellness data to inform the goals articulated in the SPSA. Additionally, the School Site Council will have an opportunity to provide vital feedback on the school's proposed re-opening plan for the 2021- 2022 school year.

Similarly, the English Language Advisory Committee (ELAC) meets (virtual) regularly to provide families of English Learners with an opportunity to clarify school communications, ask questions, receive vital programming information, provide feedback, and to build community.

**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.4	4.4	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.0	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	526.5

\*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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

\*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 (Secondary)**

Subject	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	27	4	22		28	4	21		27	4	20	1
Mathematics	29	2	22	3	26	3	24		28		25	
Science	30		21	3	29		24		30		20	3
Social Science	31		19	4	31		21	2	30		23	

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

#### Types of Services Funded

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,482	\$2,090	\$5,392	\$80,438
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-43.6	-5.9
School Site/ State	-35.9	-4.5

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

# Bowditch Middle School

1450 Tarpon Street • Foster City, CA 94404 • (650) 312-7680 • Grades 6-8

Heather Morgan, Principal

hmorgan@smfcsd.net

<https://bowditch.smfcsd.net/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
Superintendent

### School Description

The Bowditch Middle School community of students, parents and staff are committed to the development of a school culture that will enhance the opportunity for all students to maximize their intellectual, physical, social and emotional potential. The staff at Bowditch, supported by parents and the community, has a long history of dedication to a Tradition of Excellence in education. The program maintains a balance between a high academic, challenging curriculum while instilling the development of social responsibility within all students. Bowditch effectively transitions a student from the elementary grades and provides preparation and guidance throughout the students' three years in order to successfully enter high school.

At Bowditch Middle School, the focal point is the student. The mission of Bowditch is to develop confident individuals who willingly and ably accept the civic and social responsibility of our society. The school strives to provide a purposeful, well-balanced curriculum, a well-disciplined campus, an inclusive environment, and has high academic and behavioral expectations for students. Education is viewed as a lifelong learning process that permits people to grow creatively in a continuously changing world. Bowditch creates an environment that encourages purposeful interaction among students, subjects studied, peers and teachers where all students can learn.

Covid-19 has caused Bowditch to be in Full Time Distance Learning this year. We have added a counselor, and advisory classes to our students' schedules, to provide additional support and opportunities to connect and build community. We put safety and social emotional wellness before all else, and we have developed rigorous coursework to continue to prepare our students for excellence in the classroom and in the world.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	349
Grade 7	352
Grade 8	331
Total Enrollment	1,032

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.1
Asian	50.4
Filipino	4.1
Hispanic or Latino	10.1
Native Hawaiian or Pacific Islander	0.1
White	25.4
Two or More Races	7.7
Socioeconomically Disadvantaged	6.8
English Learners	8.2
Students with Disabilities	5.8
Homeless	0.5

## 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 Bowditch Middle	18-19	19-20	20-21
With Full Credential	44	49	48
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Bowditch Middle School

Indicator	18-19	19-20	20-21
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 2020-21)

### Quality, Currency, Availability of Textbooks and Instructional Materials

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

### Textbooks and Instructional Materials

Year and month in which data were collected: January 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>The following textbooks and materials were adopted in April 2017 or as indicated: Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011, English Language Arts/English Language Development: Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017; Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Mathematics	<p>The following textbooks and materials were adopted as indicated below: Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016) College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6 College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7 College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>The following textbooks and materials were adopted as indicated below: Grades K-5, Twig (2019) (SMFC Board Adopted February 2020) Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>The following textbooks and materials were adopted in May 2007: Grades K-5, Harcourt School Publishers, Reflections: California Series (2007) Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>



Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Need to install filters and clean out vents.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Geese inhabiting field.
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Need to install paper towels and hand sanitizer dispensers.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Need to recycle light bulbs and old paint.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Need to clean storm drains and gutters. Multiple gates do not close properly. Broken fence in front of school
<b>Overall Rating</b>	<b>Fair</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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	79	N/A	62	N/A	50	N/A
Math	75	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	65	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parent Involvement Contact:

Name - Heather Morgan

Email - hmorgan@smfcsd.net

School Phone - 650-312-7316

Bowditch enjoys a very active and supportive group of parents. The PTSA, School Site Council, and English Learner Advisory Committee (ELAC) contribute to a variety of student school related activities and staff projects such as the Education Foundation, volunteering for school events and parent education nights and coaching after school sports and clubs. Participating families reflect the rich ethnicity of our school community.

The COVID-19 pandemic and the resulting shift to Full-Time Distance Learning in March 2020 caused the cancellation of on-campus community activities while others were held virtually via Google Meet.

**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

We follow the San Mateo County Health Order for students and staff during Full Time Distance Learning due to Covid-19. The San Mateo-Foster City School District has created a Distance Learning Handbook for families to explain the health guidelines for students and staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.9	1.3	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.8	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	516

\*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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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 (Secondary)**

Subject	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	25	9	27		25	8	25		25	6	25	
Mathematics	27	2	23	3	28	3	20	2	28		27	
Science	29	2	23	3	28		28		28		24	
Social Science	28	2	22		28		24		28	3	21	

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

#### Types of Services Funded

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,209	\$2,057	\$5,152	\$84,848
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-47.9	-0.6
School Site/ State	-40.3	0.8

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





# Brewer Island Elementary School

1151 Polynesia Drive • Foster City, CA 94404 • (650) 312-7532 • Grades K-5

Becky Stephan, Ed.D., Principal

[bstephan@smfc.k12.ca.us](mailto:bstephan@smfc.k12.ca.us)

<https://brewer-island.smfcusd.net/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcusd.net](http://www.smfcusd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
Superintendent

### School Description

At Brewer Island, teachers, staff, parents and students work together to develop an environment of high expectations, support, and care for one another. Our curriculum is based on California State Standards and is made accessible to all students. We provide meaningful learning opportunities for all students in all core subject areas: language arts, math, science, social studies and physical education. All students also participate in music and art classes, receive lessons in technology in our computer lab and visit the library with their classes as part of their weekly schedule. A variety of services are provided for students who have special educational needs. Our English Learners receive support through ELD instruction. Students may also receive additional support through our Response to Intervention program.

The staff and community of Brewer Island Elementary School are dedicated to ensuring that every child experiences daily success in school and becomes a confident, lifelong learner. Through a rich and rigorous program, students learn the skills necessary to master grade level standards while also developing the 21st Century Learning skills of collaboration, communication, creativity and critical thinking. Through our school's implementation of Positive Behavioral Intervention and Supports (PBIS) and the Second Step Program, our students are taught to be kind, safe, and responsible. Through the concept of morning meetings, we build a strong sense of community and set children up for success socially and academically. We respect and appreciate individual differences and celebrate our rich cultural diversity as a school 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	97
Grade 2	86
Grade 3	70
Grade 4	103
Grade 5	81
Total Enrollment	528

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
Asian	60.2
Filipino	4.4
Hispanic or Latino	11.2
Native Hawaiian or Pacific Islander	0.4
White	16.5
Two or More Races	6.1
Socioeconomically Disadvantaged	7.4
English Learners	14.4
Students with Disabilities	4.2
Foster Youth	0.4
Homeless	0.4

## 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 Brewer Island	18-19	19-20	20-21
With Full Credential	26	29	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Brewer Island Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

### Quality, Currency, Availability of Textbooks and Instructional Materials

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

## Textbooks and Instructional Materials

Year and month in which data were collected: January 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>The following textbooks and materials were adopted in April 2017 or as indicated: Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011, English Language Arts/English Language Development: Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017; Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Mathematics	<p>The following textbooks and materials were adopted as indicated below: Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016) College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6 College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7 College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>The following textbooks and materials were adopted as indicated below: Grades K-5, Twig (2019) (SMFC Board Adopted February 2020) Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>The following textbooks and materials were adopted in May 2007: Grades K-5, Harcourt School Publishers, Reflections: California Series (2007) Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Need to install new filters.
<b>Interior:</b> Interior Surfaces	Fair	Need to repair ripped carpet in office and flooring in room 26.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	
<b>Electrical:</b> Electrical	Fair	Need to repair flickering lights in parking lot
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Need to repair leak in room 15. Fix lunch tables. Gym has leaking toilet. Trip hazards in front of office need repair.
<b>Overall Rating</b>	<b>Fair</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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	79	N/A	62	N/A	50	N/A
Math	80	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	64	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parent Involvement Contact: Mrs. Elite Yuen BIES PTA President

Email - elite.yuen@gmail.com

School Phone - 650-312-7532

We believe in a partnership between the school and our families in an effort to support our students. To this end, there is a wide variety of opportunities for parent involvement. Through PTA, Site Council, English Language Advisory Committee (ELAC), and volunteerism in the classroom, in the office, on the playground and during off-campus activities, parents are an integral part of our school culture. We encourage families to become involved and welcome their support. The PTA provides supplemental learning activities such as field trips to cultural events, science experiences and enrichment activities. During the 2020-2021 school due to online learning, parents have had increased opportunities for involvement with teachers and their child's learning through access to virtual office hours, live classes, access to their child's learning platform- Google Classrooms or Seesaw, and virtual principal-parents informational meetings.

The COVID-19 pandemic and the resulting shift to Full-Time Distance Learning in March 2020 caused the cancellation of on-campus community activities while others were held virtually via Google Meet or Zoom. The BIES 2020-21 Reopening Plan Team is composed of the principal, members of the BIES Safety Committee, the SSC members, with review and approval of any decisions made by the staff. The purpose of this team is to collaborate and organize a safety plan for a reopening in the hybrid program once COVID-19 conditions allow it.



**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.3	0.2	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.1	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

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	

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	21		5		23		5		21	4	1	
1	24		3		25		3		24		4	
2	23		5		25		3		24		3	
3	23		4		23		5		20	2	1	
4	28		3		29		3		26		4	
5	26	1	3		25	1	3		27		3	
Other**									24		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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

#### Types of Services Funded

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,382	\$1,994	\$6,388	\$87,101
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-27.2	2.1
School Site/ State	-19.3	3.4

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



# College Park Elementary School

715A Indian Avenue • San Mateo, CA 94401 • (650) 312-7691 • Grades K-5

Dr. Kathryn Singh, Principal

[ksingh@smfcsd.net](mailto:ksingh@smfcsd.net)

<https://college-park.smfcsd.net/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
Superintendent

### School Description

College Park Elementary School Mandarin Immersion Program is a K-5 school that is committed to excellence and instilling a desire for lifelong learning in parents, teachers and children. The curriculum and instructional practices are aligned with state and national recommendations for quality schools and with the District's Standards of Excellence. All students experience a rigorous, differentiated, standards-based core academic program in both English and Mandarin. The mission of College Park Elementary School is to provide a bilingual, bi-cultural education while allowing each child to explore, define and develop his or her own special talents and gifts. College Park strives to develop a capacity and love for learning in students and to empower all parents to become partners in their children's' education. In addition to Mandarin Immersion, College Park is also the home of the district's grades 4-5 GATE program.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	72
Grade 2	70
Grade 3	65
Grade 4	96
Grade 5	76
Total Enrollment	451

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	66.1
Filipino	1.3
Hispanic or Latino	4.7
White	6
Two or More Races	20.4
Socioeconomically Disadvantaged	4.4
English Learners	8.6
Students with Disabilities	1.6
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 College Park	18-19	19-20	20-21
With Full Credential	21	21	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at College Park Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)****Quality, Currency, Availability of Textbooks and Instructional Materials**

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

**Textbooks and Instructional Materials**

**Year and month in which data were collected: January 2021**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>The following textbooks and materials were adopted in April 2017 or as indicated:            Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011,            English Language Arts/English Language Development:            Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017;            Grades 6-8, Spring Board, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>The following textbooks and materials were adopted as indicated below:            Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK            Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016)            College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6            College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7            College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>The following textbooks and materials were adopted as indicated below:            Grades K-5, Twig (2019) (SMFC Board Adopted February 2020)            Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>The following textbooks and materials were adopted in May 2007:            Grades K-5, Harcourt School Publishers, Reflections: California Series (2007)            Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Repair water heater in kitchen. Install new filters. Alarm panel is beeping.
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Pests found in wing 3. Ants in room 2.
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Need to clean gutters and drains. Playground matting has holes. Kitchen needs door stop installed.
<b>Overall Rating</b>	<b>Fair</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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	86	N/A	62	N/A	50	N/A
Math	92	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	78	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parent Involvement Contact:

Name - PTA President, Shauna Lawry

Email - slawry@me.com

School Phone - 650-312-7691

College Park Elementary is committed to forming family/school partnerships that contribute to the development of a positive learning environment for children at home and at school. Our school has active parental support through PTA, FMS (Friends of Mandarin Scholars), English Learner Advisory Committee (ELAC), School Site Council, and Room Parents, which have all continued to function virtually during Distance Teaching and Learning. Parent-teacher conferences take place at least one time a year, more often as the need arises. The College Park School Site Council is directly involved in planning, budget development, program implementation and evaluation of the school site plan. Teachers, principal, staff and parents are members of the School Site Council; therefore, input and discussion are representative of the major school groups. We also have a Leadership Team that is composed of teachers who serve as grade level representatives. The PTA sponsors family-oriented activities and parent input/education throughout the year. In addition, the PTA supports science and art coordinators/materials, computer licensing for instructional programs, a percentage of our site Literacy Coach, and instructional aides for English classes. FMS supports with Mandarin instructional aides and professional development opportunities. We hold 4-5 principal chats each year, which allow parents to receive updates, to ask questions, express concerns, and make suggestions. We also have a Think Tank, made up of staff/parent leadership representatives, with a focus on equity issues. Our 2020-21 Reopening Plan Team is composed of principal, office staff, custodians, and Annex learning hub staff who seek staff/parent input. The purpose of this team is to collaborate and organize a safety plan for a reopening in the hybrid program once COVID-19 conditions allow it.

**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	0.0	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

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	

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	20	1	3		20	1	3		24		3	
1	24		3		24		3		24		3	
2	25		3		23		3		23		3	
3	22		3		24		3		22		3	
4	27		3		29		2		31		2	
5	25	1	2		26		4		29		1	
Other**									27		3	

\*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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

**Types of Services Funded**

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

**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).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://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.

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,974	\$2,199	\$5,775	\$80,423
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-37.0	-5.9
School Site/ State	-29.2	-4.6

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

# Fiesta Gardens Elementary School

1001 Bermuda Drive • San Mateo, CA 94403 • (650) 312-7737 • Grades K-5

Jeannette Ramirez, Principal

Jramirez@smfcsd.net

<https://fiesta-gardens.smfcsd.net/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
Superintendent

### School Description

The Two-Way Bilingual Immersion program at Fiesta Gardens Elementary provides an immersion model for English and Spanish-speaking students. It is a 90/10 model, beginning in kindergarten and first grade with 90% of the school day in Spanish. The percentage of English increases each year by 10%, reaching fifth grade with equal portions of the day in both languages. It is an additive bilingual program, meaning that all students learn a second language without compromising their first language. All students develop fluency and literacy in English and Spanish. All students learn to read in Spanish to begin, with English literacy added during the second semester of second grade. Students are expected to achieve grade level proficiency in all academic subjects, meeting or exceeding State standards.

Fiesta Gardens International School is a magnet school dedicated to promoting fluency, literacy and academic excellence in both English and Spanish. Fiesta Gardens serves approximately 500 students in grades K-5. Their mission is to develop the capacity and love for learning in all students by:

- Nurturing creativity, critical thinking and social skills
- Encouraging each individual's ability, self-esteem, adaptability and character
- Inspiring responsible citizenship and global understanding
- Expecting quality work from both children and adults
- Encouraging participation in a rigorous, thought-provoking and challenging curriculum

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	76
Grade 2	86
Grade 3	83
Grade 4	82
Grade 5	79
Total Enrollment	503

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	0.2
Hispanic or Latino	81.7
Native Hawaiian or Pacific Islander	0.8
White	14.1
Two or More Races	3.2
Socioeconomically Disadvantaged	44.7
English Learners	41.2
Students with Disabilities	6.8
Homeless	4

## 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 Fiesta Gardens	18-19	19-20	20-21
With Full Credential	24	28	26
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Fiesta Gardens Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)****Quality, Currency, Availability of Textbooks and Instructional Materials**

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

**Textbooks and Instructional Materials**

**Year and month in which data were collected: January 2021**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>The following textbooks and materials were adopted in April 2017 or as indicated:            Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011,            English Language Arts/English Language Development:            Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017;            Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>The following textbooks and materials were adopted as indicated below:            Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK            Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016)            College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6            College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7            College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>The following textbooks and materials were adopted as indicated below:            Grades K-5, Twig (2019) (SMFC Board Adopted February 2020)            Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>The following textbooks and materials were adopted in May 2007:            Grades K-5, Harcourt School Publishers, Reflections: California Series (2007)            Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Need to replace smoke detector. Need to replace water heater in custodian room. Need to install filters.
<b>Interior:</b> Interior Surfaces	Fair	Gym floor needs to be stripped and waxed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Repair bad ballast.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Paper towel and hand sanitizer dispensers need to be installed.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Need to recycle old paint, ballasts and light bulbs.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Holes in kinder playground matting need repair. Need to clean duct work.
<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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	38	N/A	62	N/A	50	N/A
Math	32	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	27	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parent Involvement Contact:

Name - Karina Wilhelms, PTA President

Email - kgorbunoff@yahoo.com

School Phone - 650-312-7737

Parent involvement is encouraged in an effort to create an environment that is open, nurturing and addresses every aspect of the child's education. A variety of family enrichment activities are offered throughout the year to develop a strong Fiesta Gardens community. Fiesta Gardens has an active parent group committed to the dual immersion philosophy. Fiesta Gardens has active parental support through the PTA, English Learner Advisory Committee (ELAC), School Site Council, Classrooms (Room Parents), and Art-In-Action which have all functioned virtually during Distance Teaching and Learning. The school follows the District's established homework policy and conferences with parents a minimum of one time a year, more often as the need arises. The Fiesta Gardens School Site Council is directly involved in planning, budget development, program implementation and evaluation of the school site plan. Teachers, principal, staff and parents are members of the School Site Council; therefore, input and discussion are representative of the major school groups. The PTA sponsors family-oriented activities throughout the year. In addition, the PTA provides supplemental learning activities such as field trips to cultural events, science experiences and enrichment activities. Fiesta Gardens 2020-21 Reopening Plan Team is composed of principal, teachers, staff, and parents. The purpose of this team is to collaborate and organize a safety plan for a reopening in the hybrid program once COVID-19 conditions allow it.

The COVID-19 pandemic and the resulting shift to Full-Time Distance Learning in March 2020 caused the cancellation of on-campus community activities while others were held virtually via Google Meet. Under non-COVID-19 circumstances, parents volunteer at school, at the District level in addition to at home.

There are a number of opportunities each year to learn about the school's instructional program including Back-to-School Night in the fall, PTA meetings, Open House in the spring and Parent/Teacher conferences. The PTA sponsors an active arts program which includes visual and performing arts opportunities. There are also opportunities for parents to develop their own Spanish and English skills and to meet with parents from other dual immersion schools. Fiesta Gardens has an active parent group that sponsors other community building activities, such as the Fall Fiesta, an evening celebration highlighting food, dance and other activities of the many Hispanic countries which are represented in our students and their families. They also sponsor a Holiday Fair and our Spring Fiesta, which is for parents only.

#### 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 (School Year 2020-2021)

The San Mateo-Foster City District Handbook, updated each school year, contains the "Guiding Principles for All SMFCSD School Communities" aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

#### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.3	0.4	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

#### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

#### 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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)**

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	2

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24		4		25		3		24		4	
1	23		4		23		4		25		3	
2	23		4		22		4		22	1	3	
3	22		4		23		4		21	1	3	
4	29		3		28		3		27		3	
5	27		3		28		3		26		3	
Other**												

\*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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.



#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

#### Types of Services Funded

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,411	\$1,953	\$6,458	\$80,853
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-26.1	-5.4
School Site/ State	-18.2	-4.0

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

# Foster City Elementary School

461 Beach Park Blvd • Foster City, CA 94404 • (650) 312-7522 • Grades K-5

Patrick Hurley, Principal

phurley@smfcsd.net

<https://foster-city.smfcsd.net/>

## 2019-20 School Accountability Report Card

Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
**Superintendent**

### School Description

The Foster City School community of students, staff and parents work together to develop positive self-esteem, social responsibility and academic success for all students. Teachers have high expectations and believe all students can be successful in school through the use of standards-based instruction and a focus on inclusivity. Individuality is respected by making the curriculum accessible to all students through differentiated instruction. Foster City School students learn Life Skills in order to become responsible, caring members of the community. Working together, parents and staff will guide students on their journey as life-long learners.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	143
Grade 1	148
Grade 2	147
Grade 3	190
Grade 4	124
Grade 5	115
Total Enrollment	867

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.1
Asian	54.3
Filipino	3
Hispanic or Latino	8.1
Native Hawaiian or Pacific Islander	0.5
White	22.4
Two or More Races	10.4
Socioeconomically Disadvantaged	4.8
English Learners	16.4
Students with Disabilities	8
Foster Youth	0.1
Homeless	0.1

## 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 Foster City Elementary	18-19	19-20	20-21
With Full Credential	38	45	45
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Foster City Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)****Quality, Currency, Availability of Textbooks and Instructional Materials**

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

**Textbooks and Instructional Materials**

**Year and month in which data were collected: January 2021**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>The following textbooks and materials were adopted in April 2017 or as indicated:            Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011,            English Language Arts/English Language Development:            Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017;            Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>The following textbooks and materials were adopted as indicated below:            Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK            Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016)            College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6            College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7            College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>The following textbooks and materials were adopted as indicated below:            Grades K-5, Twig (2019) (SMFC Board Adopted February 2020)            Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>The following textbooks and materials were adopted in May 2007:            Grades K-5, Harcourt School Publishers, Reflections: California Series (2007)            Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Need to repair library and room 17 heaters. Need to install new filters.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Poor	Geese on play yard field. Squirrels present on lunch court yard.
<b>Electrical:</b> Electrical	Good	Need to adjust timer on exterior lights.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Need to install hand washing stations.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Need to recycle old paint.
<b>Structural:</b> Structural Damage, Roofs	Good	Need to repair irrigation lines, clean gutters & drains. Repair broken sprinkler. Need to repair and paint lunch tables.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
<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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	80	N/A	62	N/A	50	N/A
Math	84	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	70	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parent Involvement Contact:

Name - Deepti Jain

Email - Deepti\_26@hotmail.com

School Phone - 650-312-7522

Foster City School enjoys a high level of parental involvement. During this year, the COVID-19 pandemic and the resulting shift to Full-Time Distance Learning in March 2020 caused the cancellation of on-campus community activities while others were held virtually via Google Meet. Under non-COVID circumstances, nearly 10,000 hours of volunteer time are contributed annually. These efforts are centered on classroom activities as well as various PTA sponsored events such as Art-In-Action, Family Math and Science Night, Family Art Night and Teacher Appreciation Week. The PTA furthers education through activities such as the Scholastic Book Fair which raises funds for the library and classrooms. It also concentrates heavily on the safety of students by providing emergency supplies for students in the event of a disaster.

Foster City School has developed a successful communication network through its PTA Website which advises parents of upcoming school events, principal's newsletter, various flyers and a District newsletter. Foster City School also has an active English Learner Advisory Council (ELAC) and School Site Council (SSC). Foster City School has developed a creative and extensive network of support for the school through the supportive interactions of the PTA, School Site Council, community organizations, parents and the school staff.

**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.1	0.3	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.1	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

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	

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23		8		24	1	6		27		5	1
1	25		7		24		6		25		6	
2	23		6		22	1	7		27		5	1
3	25		5		24		6		26		7	1
4	30		4		28		4		31		4	
5	30		5		31		4		35		3	1
Other**	10	1							12	2		

\*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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

#### Types of Services Funded

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,551	\$1,245	\$6,307	\$95,002
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-28.5	10.7
School Site/ State	-20.5	12.1

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

# George Hall Elementary School

130 San Miguel Way • San Mateo, CA 94403 • (650) 312-7533 • Grades K-5

Annaben Kazemi, Principal

akazemi@smfcsd.net

<https://george-hall.smfcsd.net/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
Superintendent

### School Description

George Hall serves a diverse student population and we offer a wide range of programs from preschool to fifth grade. Our culture and climate is inclusive and engaging, making George Hall a warm, joyful place to learn and grow. Our Mission is for all students to learn to read, write, think and communicate with purpose, making continuous progress towards meeting goals. Our Vision is for all students to become productive citizens, prepared for college and career.

- 475 Students (preschool through fifth grade) with small group intervention and individualized instruction
- Highly trained teaching staff
- Standards-based instruction

We have 23 classes this year, including five Special Day Classes. George Hall serves a diverse student population and we offer a wide range of programs from preschool - fifth grade. We are excited to offer Transitional Kindergarten for children turning five-years-old September 2 through December 2.

We have an active, caring group of parent and community volunteers through our PTA, who are focused on providing art instruction, technology for classrooms and engaging, updated classroom libraries, so all children can read at their instructional level on a daily basis.

Our culture and climate are inclusive and engaging, making George Hall a warm, joyful place to learn and grow. The benefits of inclusion are numerous, not only for children with special needs and their families, but for all children. When we include all children in our programs, they learn acceptance of other people, and that each person has unique abilities. Children learn from each other. With inclusion in place, children with special needs are provided equal opportunity to participate in the same types of programs and activities as children without special needs. Some of the benefits of inclusion for children with (or without) disabilities are friendship skills, peer models, problem solving skills, positive self-image, and respect for others.

Distance Learning is currently four hours a day of instruction (asynchronous and synchronous whole group, small group and or one on one). The morning block includes a Morning Meeting, ELA, Math, Science/Social Studies and a Class Community Meeting to close the day. Students will engage in 45-60 minutes of learning for each content area every day. After lunch, students may engage in enrichment classes (PE, Music, or Art) or small group or one-on-one check-ins. In the afternoon, teachers will focus support on students in need of academic intervention, as well as, plan and collaborate with their colleagues.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	76
Grade 2	78
Grade 3	69
Grade 4	65
Grade 5	54
Total Enrollment	424

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
Asian	16
Filipino	3.1
Hispanic or Latino	34.9
Native Hawaiian or Pacific Islander	3.1
White	31.4
Two or More Races	10.4
Socioeconomically Disadvantaged	25.7
English Learners	21.7
Students with Disabilities	14.4
Homeless	0.9

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for George Hall	18-19	19-20	20-21
With Full Credential	22	26	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at George Hall Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)****Quality, Currency, Availability of Textbooks and Instructional Materials**

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

**Textbooks and Instructional Materials**

**Year and month in which data were collected: January 2021**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>The following textbooks and materials were adopted in April 2017 or as indicated:            Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011,            English Language Arts/English Language Development:            Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017;            Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>The following textbooks and materials were adopted as indicated below:            Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK            Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016)            College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6            College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7            College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>The following textbooks and materials were adopted as indicated below:            Grades K-5, Twig (2019) (SMFC Board Adopted February 2020)            Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>The following textbooks and materials were adopted in May 2007:            Grades K-5, Harcourt School Publishers, Reflections: California Series (2007)            Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.



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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Need to install filters. Repair communication line to building management system.
<b>Interior:</b> Interior Surfaces	Poor	Floors need cleaning.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Geese inhabiting field.
<b>Electrical:</b> Electrical	Fair	Exterior lights need adjusting.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Paper towel and hand sanitizer dispensers need to be installed.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Fair	New Shade Structure installed.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Floor needs to be patched in room 9. Annex flooring needs repair as it has tripping hazards.
<b>Overall Rating</b>	<b>Fair</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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	61	N/A	62	N/A	50	N/A
Math	59	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	49	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parent Involvement Contact:

Name - Elizabeth Colglazier

Email - ptageorgehall@gmail.com

School Phone - 650-312-7533

George Hall is fortunate to have many volunteers contributing daily to the success of its students. Parents, families and friends of George Hall students participate actively in the PTA, the English Learner Advisory Committee, and the School Site Council.

The COVID-19 pandemic and the resulting shift to Full-Time Distance Learning in March 2020 caused the cancellation of on-campus community activities while others were held virtually via Google Meet. In partnership with Common Sense Media, we have held virtual Parent Education workshops and virtual open office hours. The PTA has facilitated six virtual family game nights as well as partnered with the school to host virtual tours, multiple virtual back to school nights, and new student welcome/ orientation.

Under non-COVID-19 circumstances, they work in the classrooms, tutor individual students, assist with field trips, make classroom presentations, design the yearbook and provide support for building community with fun social activities. In addition, Parent Involvement Program provides parent education opportunities, field trips, assemblies and materials and supports that encourage parents to volunteer in their child's classroom. George Hall is also proud to collaborate with Franklin Templeton to offer mentoring opportunities. Students who require additional support with behavior can receive counseling or participate in social skills/friendship groups. For more information please contact (650) 312-7533.

**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.1	1.1	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.2	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

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	

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	20	1	4		22	1	3		19	2	2	
1	23		3		24		3		24		3	
2	23		3		22		3		24		3	
3	21	1	2		19	2	2		20	2	1	
4	27		2		26		2		27		2	
5	23	1	3		31		2		26		1	
Other**					11	2			16	3	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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

#### Types of Services Funded

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,178	\$3,204	\$5,975	\$78,760
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-33.7	-8.0
School Site/ State	-25.9	-6.7

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



# Highlands Elementary School

2320 Newport Street • San Mateo, CA 94402 • (650) 312-7544 • Grades K-5

Carrie Betti, Principal

cbetti@smfcsd.net

<https://highlands.smfcsd.net/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
Superintendent

### School Description

TOGETHER HEROIC THINGS HAPPEN

### Mission Statement

At Highlands Elementary School, we provide a nurturing environment that plants the seeds of lifelong learning and responsible citizenship in every student. We honor individual differences and learning styles as well as promote a safe, orderly, caring, and supportive environment. We accomplish this by maintaining our coveted holistic approach with dedication from staff, parents, and our community. Using the Highly Effective Teaching model, we make a difference challenging each child to reach his or her full potential, academically and socially. At Highlands Elementary School, we provide a nurturing environment that plants the seeds of lifelong learning and responsible citizenship in every student. We honor individual differences and learning styles as well as promote a safe, orderly, caring and supportive environment. We accomplish this by maintaining our coveted holistic approach with dedication from staff, parents and our community. We make a difference challenging each child to reach his or her full potential, academically and socially. Our students in grades TK to fifth grades come to us from neighborhoods near and far extending across the city of San Mateo. We believe that all students are capable of learning to high standards. The Life Skills program at Highlands Elementary School is the foundation of our school culture. We emphasize and model the characteristics that we want our children to develop and demonstrate. They are: caring, cooperation, common sense, courage, curiosity, effort, flexibility, friendship, initiative, integrity, organization, patience, perseverance, pride, problem solving, resourcefulness, responsibility and sense of humor. Our parents embrace these Life Skills and model them in their generous contributions of time and talent. Life Skills, along with our PBIS (Positive Behavior Intervention and Support) program and Restorative Practices, create a healthy social emotional foundation for our students. Our school motto is: Be Respectful, Be Responsible and Be Safe.



## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	76
Grade 2	76
Grade 3	96
Grade 4	90
Grade 5	89
Total Enrollment	525

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	22.5
Filipino	1.5
Hispanic or Latino	28.2
Native Hawaiian or Pacific Islander	0.2
White	34.1
Two or More Races	12.8
Socioeconomically Disadvantaged	17.7
English Learners	17.5
Students with Disabilities	6.7
Homeless	0.6

## 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 Highlands Elementary	18-19	19-20	20-21
With Full Credential	25	29	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Highlands Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

### Quality, Currency, Availability of Textbooks and Instructional Materials

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

## Textbooks and Instructional Materials

Year and month in which data were collected: January 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>The following textbooks and materials were adopted in April 2017 or as indicated: Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011, English Language Arts/English Language Development: Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017; Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Mathematics	<p>The following textbooks and materials were adopted as indicated below: Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016) College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6 College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7 College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>The following textbooks and materials were adopted as indicated below: Grades K-5, Twig (2019) (SMFC Board Adopted February 2020) Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>The following textbooks and materials were adopted in May 2007: Grades K-5, Harcourt School Publishers, Reflections: California Series (2007) Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Thermostat not working in room 31 & 17 will be repaired. Need to install new filters. Need to clean out ducting.
<b>Interior:</b> Interior Surfaces	Poor	Carpet in hallways have old carpets.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	
<b>Electrical:</b> Electrical	Fair	Flickering lights outside of kinder classes need repair. Bad outlet in room 26.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Paper towel and hand sanitizer dispensers need to be installed.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Wall has water damage in custodian room, needs repair.
<b>Structural:</b> Structural Damage, Roofs	Fair	Repair water fountain in kinder area.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Gate behind the portables needs repair. Panic bar not working in the first grade wing will be repaired. Plastic panel missing from room 4 window will be replaced.
<b>Overall Rating</b>	<b>Fair</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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	67	N/A	62	N/A	50	N/A
Math	60	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	49	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parent Involvement Contact:

Name - Rachael Webster, PTA President

Email - rhwebster1@gmail.com

School Phone - (650) 312-7544

Name - Anet Hershey Forbes and Maria Elena Gomez, ELAC/DELAC Representatives

Email - anethersheyphoto@gmail.com & mariagomez0907@icloud.com

School Phone - (650) 312-7544

Highlands has active parental support through the PTA, English Learner Advisory Committee (ELAC), School Site Council, Classrooms (Room Parents), Art-In-Action, which have all functioned virtually during Distance Teaching and Learning. The school follows the District's established homework policy and conferences with parents a minimum of one time a year, more often as the need arises. The Highlands School Site Council is directly involved in planning, budget development, program implementation and evaluation of the school site plan. Teachers, principal, staff and parents are members of the School Site Council; therefore, input and discussion are representative of the major school groups. The PTA sponsors family-oriented activities throughout the year. In addition, the PTA provides supplemental learning activities such as field trips to cultural events, science experiences and enrichment activities, supplemental instructional materials and support. The PTA engages the parent community through yearly surveys to inform decisions on yearly budgets. Highlands's 2020-2021 Reopening Plan Team is composed of principal, teachers, staff, and parents. The purpose of this team is to collaborate and organize a safety plan for a reopening in the hybrid program once COVID-19 conditions allow it.

Our English Learner Advisory Committee (ELAC) is also very active. We support our EL learners and their parents at these meetings, held four times per year. We also have representation at our District English Learner Advisory Committee (DELAC) meetings as well. Another committee is our Family Engagement Committee. Highlands Elementary School is also fortunate to have a positive relationship with our community of neighbors. We work closely with the Highlands Recreation Center, neighborhood businesses and senior tutors. As we know, it takes a village to raise children, and Highlands Elementary School truly embodies this spirit.

**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	1.1	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.1	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

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	

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23	1	3		21	1	3		22	1	3	
1	24		4		23		3		26		3	
2	23		4		25		4		26		3	
3	24		4		26		3		24		4	
4	27		3		28		4		30		3	
5	32		2	1	28		3		30		3	
Other**												

\*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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

**Types of Services Funded**

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

**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).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://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.

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,330	\$1,415	\$5,915	\$76,326
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-34.7	-11.1
School Site/ State	-26.9	-9.8

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



# Laurel Elementary School

316 West 36th Avenue • San Mateo, CA 94403 • (650) 312-7555 • Grades K-5

Christian J. Rubalcaba, Principal

[crubalcaba@smfcsd.net](mailto:crubalcaba@smfcsd.net)

<https://laurel.smfcsd.net/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
Superintendent

### School Description

Laurel Elementary has always played an important role in the community. It has been a center for neighborhood activities and functions since its construction. Laurel's students benefit from:

- Focus on basic skills and early literacy intervention
- Emphasis on a safe and orderly environment and strong character education
- Positive Behavioral Interventions and Supports (PBIS) and Project Cornerstone
- Wide range of enrichment activities to support learning
- Dedicated and committed staff
- Active parent involvement
- Community support

The mission of Laurel's staff, parents and community is to be committed to developing each child's capacity and love for learning. The school provides an environment where students are academically challenged as well as nurtured socially and emotionally. Students are motivated to think critically and to reason logically and creatively. They also believe everyone is a learner and everyone is a teacher. Furthermore, the school strives, through perseverance and collective effort, to empower each member of the school community to value the richness evidenced by our diversity and the uniqueness of its individual members.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	98
Grade 2	87
Grade 3	100
Grade 4	80
Grade 5	78
Total Enrollment	555

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
Asian	7
Filipino	3.4
Hispanic or Latino	56.9
Native Hawaiian or Pacific Islander	1.6
White	21.1
Two or More Races	8.1
Socioeconomically Disadvantaged	49.5
English Learners	44.9
Students with Disabilities	9.2
Homeless	2.9

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Laurel Elementary	18-19	19-20	20-21
With Full Credential	26	28	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Laurel Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

### Quality, Currency, Availability of Textbooks and Instructional Materials

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

### Textbooks and Instructional Materials

Year and month in which data were collected: January 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>The following textbooks and materials were adopted in April 2017 or as indicated: Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011, English Language Arts/English Language Development: Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017; Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Mathematics	<p>The following textbooks and materials were adopted as indicated below: Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016) College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6 College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7 College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>The following textbooks and materials were adopted as indicated below: Grades K-5, Twig (2019) (SMFC Board Adopted February 2020) Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>The following textbooks and materials were adopted in May 2007: Grades K-5, Harcourt School Publishers, Reflections: California Series (2007) Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8: Spanish, Glencoe/McGraw Hill, Como Te Va French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

#### Year and month in which data were collected: December 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Room 10, 6, 9 need to replace thermostats Need to install new filters.
<b>Interior:</b> Interior Surfaces	Fair	Carpet in room 10 is lifting.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Ants reported in room 1.
<b>Electrical:</b> Electrical	Fair	Light sensor not working. Light outside gym flickering.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Paper towel and hand sanitizer dispensers need to be installed.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Need to recycle old lights and batteries.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	New flooring in restroom. Trim trees in corridors. Fix all concrete trip hazards. Resurface new blacktop.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	Fair	

## 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.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

### 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	45	N/A	62	N/A	50	N/A
Math	39	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	32	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.



**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parent Involvement Contact:

Name - Andrea Boye-Sieczkarek (Laurel PTA President)

Email - andrea.ionm@gmail.com

School Phone - 650-312-7555

Laurel has active parental support through the PTA, English Learner Advisory Committee (ELAC), School Site Council, Classrooms (Room Parents), Art-In-Action, and Project Cornerstone, which have all functioned virtually during Distance Teaching and Learning. The school follows the District's established homework policy and conferences with parents a minimum of one time a year, more often as the need arises. The Laurel School Site Council is directly involved in planning, budget development, program implementation and evaluation of the school site plan. Teachers, principal, staff and parents are members of the School Site Council; therefore, input and discussion are representative of the major school groups. The PTA sponsors family-oriented activities throughout the year. In addition, the PTA provides supplemental learning activities such as field trips to cultural events, science experiences and enrichment activities. Laurel's 2020-21 Reopening Plan Team is composed of principal, teachers, staff, and parents. The purpose of this team is to collaborate and organize a safety plan for a reopening in the hybrid program once COVID-19 conditions allow it.

**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	1.1	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.3	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

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	

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	20	2	4		19	2	4		22		5	
1	24		3		24		3		24		4	
2	22		4		25		4		25		3	
3	25		3		22	1	3		26		3	
4	30		2		30		2		32		2	
5	26	1	3		25	1	3		31		2	
Other**	11	1							19	1	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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

#### Types of Services Funded

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,985	\$2,930	\$6,055	\$86,214
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-32.4	1.0
School Site/ State	-24.6	2.4

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



# LEAD Elementary School

949 Ocean View Avenue • San Mateo, CA 94401 • (650) 312-7550 • Grades K-5

Chad Slife, Principal

[cslife@smfcsd.net](mailto:cslife@smfcsd.net)

<https://lead.smfcsd.net/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
Superintendent

### School Description

Lead Elementary School is a neighborhood school rich with history and a love for learning. We are known for being a school community with an extremely diverse student body and a deeply committed and highly skilled staff of educators who go above and beyond to support every student and family. Our mission statement reads that the Lead Elementary Community is committed to equitably educating and celebrating the whole child academically, socially, and emotionally to empower each child to reach their full potential. We are committed to Diversity, Equity, and Inclusion for all of our students, staff, families, and community members. We, as teachers and role models, are passionate about and committed to doing whatever it takes to effect positive change.

The curriculum and instructional practices at Lead are aligned with Common Core State Standards to educate students to achieve their highest potential through a rigorous program that builds a solid academic foundation and challenges students to think critically and communicate effectively. Lead's balanced literacy program of listening, speaking, reading and writing is based on best practices of Early Literacy, Guided Reading and the Readers' and Writers' Workshop model. English Learners are supported through designated and integrated ELD instruction, based on the English Language Arts/English Language Development Framework and District-adopted English Language Arts Benchmark Advanced curriculum materials. Envision and Zearn Mathematics and NGSS science instruction with Twig Science promote investigation and higher level thinking skills through inquiry and communication-based, hands-on learning. Students engage daily in social studies projects and teamwork games in PE while making weekly visits to our school library. Technology is promoted throughout our school as students access several components of our curriculum on Chromebooks. Partnerships with the Culturally Relevant Literacy Project, CuriOdyssey, Art in Action, Music for Minors, Playworks, the Reading Bug for Guest Author Visits, Hour of Code, the Silicon Valley Math Initiative, San Mateo Police Activities League and San Mateo-Foster City Education Foundation further enrich both our academic program and our Social-Emotional Learning.

Along with our dedication to academic excellence, the Lead community believes in the development of active, well-rounded and socially responsible citizens who positively impact today and the future. Within the PBIS (Positive Behavioral Interventions and Supports) student programs at Lead, we foster a culture of respect, empathy, responsibility and healthy play. We are focused on student wellness as a school that practices Responsive Classroom strategies and Restorative Practices. We provide students with a Wellness Center, a counseling team, a strong Peacemakers program and our social-emotional curriculum called Second Step. Our Lead community is guided by our Core Four values: We are kind, we are safe, we are respectful, and we are responsible. Each classroom establishes a community that incorporates these simple statements to guide students as they make choices and interact with one another. We are a united community of Lead Owls working together to best support all learners to achieve their dreams.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	78
Grade 2	76
Grade 3	81
Grade 4	67
Grade 5	73
Total Enrollment	462

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
Asian	5.8
Filipino	3
Hispanic or Latino	69.9
Native Hawaiian or Pacific Islander	8.7
White	6.5
Two or More Races	4.5
Socioeconomically Disadvantaged	69.5
English Learners	51.5
Students with Disabilities	8.2
Homeless	11.5

## 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 LEAD Elementary	18-19	19-20	20-21
With Full Credential	28	29	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at LEAD Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)****Quality, Currency, Availability of Textbooks and Instructional Materials**

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

**Textbooks and Instructional Materials**

**Year and month in which data were collected: January 2021**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>The following textbooks and materials were adopted in April 2017 or as indicated:            Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011,            English Language Arts/English Language Development:            Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017;            Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>The following textbooks and materials were adopted as indicated below:            Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK            Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016)            College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6            College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7            College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>The following textbooks and materials were adopted as indicated below:            Grades K-5, Twig (2019) (SMFC Board Adopted February 2020)            Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>The following textbooks and materials were adopted in May 2007:            Grades K-5, Harcourt School Publishers, Reflections: California Series (2007)            Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>



Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.



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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	No heat in classroom 33. Will investigate and repair. need to install new filters.
<b>Interior:</b> Interior Surfaces	Fair	New flooring in Annex, Rm 33, and LGI. Need to resurface custodian room.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Pests in LGI.
<b>Electrical:</b> Electrical	Fair	Need to reattach electrical box in custodian room. Outlet has been repaired in rm 3.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Paper towel and hand sanitizer dispensers need to be installed.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Trees need trimming. Need to fix all cement tripping hazards.
<b>Overall Rating</b>	<b>Fair</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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	23	N/A	62	N/A	50	N/A
Math	24	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	16	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parent Involvement Contact:

Name - Nicola Cadenas, PTA President

Email - nicola.cadenas@leadpta.org

School Phone - 650-312-7550

Family engagement is a core strategy that Lead has developed and supported in order to achieve its school goals. We encourage parent and guardian involvement throughout the school, both formally and informally. Lead families are actively involved in our Lead Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), Art-in-Action, and School Site Council (SSC) which have all functioned virtually during Full-time Distance Learning.

Lead follows the District's established homework policy and conferences with parents a minimum of one time a year, more often as the need arises. The Lead School Site Council is directly involved in planning, budget development, program implementation and evaluation of the school site plan in partnership with the Lead ELAC. Teachers, principal, staff and parents are members of the School Site Council and ELAC; therefore, input and discussion are representative of the major school groups. The PTA sponsors family-oriented activities throughout the year. In addition, the PTA provides supplemental learning activities such as field trips to cultural events, science experiences and enrichment activities. Lead's 2020-21 Reopening Plan Team is composed of principal, teachers, staff, and parents. The purpose of this team is to collaborate and organize a safety plan for a reopening in the hybrid program once COVID-19 conditions allow it.

The COVID-19 pandemic and the resulting shift to Full-Time Distance Learning in March 2020 caused the cancellation of on-campus community activities while others were held virtually via Google Meet. Families participate in our school climate and culture by attending monthly Principal Chats, Student Honor Assemblies, Parent Cafes, our annual fall and spring Festivals and an abundance of PTA and Family Engagement events, occurring virtually this school year. Under non-COVID circumstances, families stay engaged by regularly serving as classroom volunteers, field trip chaperones, Art in Action docents and recess volunteers. Families receive constant communication through our school website, outdoor marquee, weekly Principal e-Newsletters, weekly Thursday packets, School Messenger emails and phone calls, and by using such apps as Class Dojo and Konstella. Families team up to raise school funds through the annual San Mateo-Foster City Education Foundation Readathon as well as teacher-led Lead fundraisers. Lastly, families are active participants in Student Success Teams and the creation of interventions and supports for their children.

#### 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 (School Year 2020-2021)

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District’s Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school’s Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

#### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.6	3.7	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

#### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.3	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

#### 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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	462

\*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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23	1	4		19	6			17	3	2	
1	24		4		24		4		26		3	
2	24		3		23		4		21	1	2	
3	24		3		27		2		25		3	
4	27		3		29		3		27		2	
5	27		3		22	1	3		30		2	
Other**	5	1							24	1	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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

#### Types of Services Funded

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,615	\$3,086	\$6,529	\$80,797
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-25.1	-5.5
School Site/ State	-17.1	-4.1

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

# Meadow Heights Elementary School

2619 Dolores Strreet • San Mateo, CA 94403 • (650) 312-7566 • Grades K-5

Stephanie Fraumeni, Principal

sfraumeni@smfcsd.net

<https://meadow-heights.smfcsd.net/>

## 2019-20 School Accountability Report Card

Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
Superintendent

### School Description

Meadow Heights Elementary School is a public school for grades Transitional Kindergarten to fifth grade with a student body of approximately 300. Founded in 1950, the school is located on a beautiful suburban campus in San Mateo, California. Meadow Heights Elementary School is committed to meeting the needs of all students in a stimulating, safe, caring environment through a challenging, comprehensive instructional program. It is the school's goal to empower students with a feeling of joy in lifelong learning by encouraging individual leadership, cooperative interaction, intellectual risk-taking, and a respect for oneself and others. It is the school's responsibility, in conjunction with the home and community, to encourage and help each child acquire the knowledge, skills, abilities and desire to live effectively and responsibly in an ever-changing society. Meadow Heights mission is to create a learning environment which will provide basic skills and will motivate the child to reach his/her highest academic potential. We believe our school should nurture in the child a sense of personal worth, love of learning, creativity, a critical spirit, productive citizenship and appreciation of human differences.



## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	48
Grade 2	54
Grade 3	54
Grade 4	51
Grade 5	58
Total Enrollment	330

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
Asian	10
Filipino	3.6
Hispanic or Latino	44.8
Native Hawaiian or Pacific Islander	3.6
White	26.7
Two or More Races	10.6
Socioeconomically Disadvantaged	39.4
English Learners	30.9
Students with Disabilities	15.5
Foster Youth	0.9
Homeless	4.5

## 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 Meadow Heights	18-19	19-20	20-21
With Full Credential	17	21	19
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Meadow Heights Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)****Quality, Currency, Availability of Textbooks and Instructional Materials**

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

**Textbooks and Instructional Materials**

**Year and month in which data were collected: January 2021**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>The following textbooks and materials were adopted in April 2017 or as indicated:            Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011,            English Language Arts/English Language Development:            Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017;            Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>The following textbooks and materials were adopted as indicated below:            Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK            Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016)            College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6            College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7            College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>The following textbooks and materials were adopted as indicated below:            Grades K-5, Twig (2019) (SMFC Board Adopted February 2020)            Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>The following textbooks and materials were adopted in May 2007:            Grades K-5, Harcourt School Publishers, Reflections: California Series (2007)            Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Need to install new filters. Need to repair HVAC in room 3. Room 15 blowing cold air.
<b>Interior:</b> Interior Surfaces	Fair	Need to repair floors in rooms: 20, 1, 2 and main office.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	
<b>Electrical:</b> Electrical	Fair	GFI Outlet needed in toilet room. Exterior lights by Annex are out.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	hand sanitizer dispensers need to be installed.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Need to recycle old paint.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Repair cement trip hazards. Clean out easement. Trim trees near LGI.
<b>Overall Rating</b>	<b>Fair</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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	60	N/A	62	N/A	50	N/A
Math	51	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	39	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

Parent Involvement Contact: Diana Harris and Robyn Eddings

Name - Diana Harris and Robyn Eddings (Co-Presidents of the PTA)

Email - president@meadowheights.org

School Phone - 650-312-7566

Through participation and volunteerism, the Meadow Heights PTA offers events and activities that enrich both Meadow Heights students and their families. Students benefit regularly from PTA-sponsored programs such as art, music, technology, and increased library time. The COVID-19 pandemic and the resulting shift to Full-Time Distance Learning in March 2020 caused the cancellation of on-campus community activities while others were held online. The school has parent/teacher conferences in the fall and student-led conferences in the spring that were held virtually. Meadow Heights has active parental support through the PTA, English Learner Advisory Committee (ELAC), Classrooms Room Parents and Art-In-Action, which have all functioned virtually during Distance Learning. Meadow Height's 2020-21 Reopening Plan Team is composed of the principal, teachers, staff and parents. The purpose of this team is to collaborate and organize a safety plan for a reopening in the hybrid model once COVID-19 conditions allow it.

**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	0.9	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.8	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

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	

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23	1	2		22	1	2		20	2	1	
1	25		2		26		2		24		2	
2	24		2		25		2		24		2	
3	19	1	2		19	1	2		26		2	
4					26		2		23		2	
5	25	1	3		25		2		27		2	
Other**					12	1			12	2		

\*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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

#### Types of Services Funded

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,186	\$3,928	\$6,258	\$89,196
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-29.2	4.4
School Site/ State	-21.3	5.8

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

# North Shoreview Montessori School

1301 Cypress Avenue • San Mateo, CA 94401 • (650) 312-7588 • Grades K-8

Rosemary Wood, Principal

[rwood@smfcsd.net](mailto:rwood@smfcsd.net)

<https://north-shoreview.smfcsd.net/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
Superintendent

### School Description

In 2019-2020, North Shoreview Montessori School (NSM) celebrated its 44th year as a public Montessori program in the San Mateo-Foster City School District. The school serves a diverse population and draws support from across the San Mateo-Foster City community.

The curriculum at NSM follows the principles of Maria Montessori (1870-1952). Dr. Montessori devised an educational method specifically to help children develop at their own rate guided by their interests and needs. She developed sequential materials to enable children to move from concrete to abstract understanding. This method offers a multitude of unique opportunities in the academic areas of reading, writing, math, geography, science, practical life, sensorial work and fine arts.

In support of Education for Peace, our Friday Morning Gatherings offer opportunities for students, staff and parents to pledge to the earth, salute to the flag of the USA and sing songs of peace. This fifteen-minute assembly offers students the opportunity to practice and observe skills in leadership and to assume responsibility. The Montessori child, by participating in an Education for Peace, will:

- Develop an ongoing enthusiasm for learning;
- Respect living things and appreciate all cultures;
- Develop self-discipline and independence;
- Become a cooperative and articulate problem solver.

We accomplish the above by implementing the Montessori philosophy and curriculum, providing a prepared environment for the whole child, expecting excellence from our students and staff, and embracing the rich diversity of the community and the supportive involvement of our parents.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	33
Grade 1	37
Grade 2	32
Grade 3	36
Grade 4	33
Grade 5	38
Grade 6	31
Grade 7	32
Grade 8	31
Total Enrollment	303

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	21.1
Filipino	5.3
Hispanic or Latino	19.8
Native Hawaiian or Pacific Islander	1.7
White	35
Two or More Races	16.8
Socioeconomically Disadvantaged	14.5
English Learners	9.9
Students with Disabilities	9.2
Homeless	1

## 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 North Shoreview	18-19	19-20	20-21
With Full Credential	15	19	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at North Shoreview Montessori School

Indicator	18-19	19-20	20-21
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 2020-21)

### Quality, Currency, Availability of Textbooks and Instructional Materials

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

## Textbooks and Instructional Materials

Year and month in which data were collected: January 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>The following textbooks and materials were adopted in April 2017 or as indicated: Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011, English Language Arts/English Language Development: Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017; Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Mathematics	<p>The following textbooks and materials were adopted as indicated below: Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016) College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6 College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7 College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>The following textbooks and materials were adopted as indicated below: Grades K-5, Twig (2019) (SMFC Board Adopted February 2020) Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>The following textbooks and materials were adopted in May 2007: Grades K-5, Harcourt School Publishers, Reflections: California Series (2007) Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Need to install new filters .Repair HVAC in room 17.
<b>Interior:</b> Interior Surfaces	Fair	Damaged linoleum in Room 1 needs repair.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	New toilet installed. Need to install hand washing station.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Need to recycle old light bulbs.
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Need to trim trees and ivy near buildings. Gate 8 is stuck.
<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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	71	N/A	62	N/A	50	N/A
Math	61	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	65	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.



**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parent Involvement Contact:

Name - Alana McAlorum, PTA President

Email - ptapres@nsmontessori.org

School Phone - 650-312-7588

We believe in a partnership between the school and our families in an effort to support our students. To this end, there is a wide variety of opportunities for parent involvement. Through PTA and Site Council which have all functioned virtually during Full-time Distance learning, families actively contribute to the operation of our school. The COVID-19 pandemic and the resulting shift to Full-Time Distance Learning in March 2020 caused the cancellation of on-campus community activities while others were held virtually via Google Meet. Under non-COVID-19 circumstances, families volunteer in the classroom, in the office, on the playground and during off-campus activities.

Families are an integral part of our school culture and we host Principal Coffee Chats monthly to keep families up to date. We encourage families to become involved and welcome their support.

**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.3	0.6	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.3	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

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	

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23		2		24		2		23		1	
1									24		1	
2	24		2		24		2		24		2	
3	25		2		24		2		23		2	
4	26		2									
5	28		2		29		3		22		3	
Other**												

\*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.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	34		1	2	33		2	1	30		3	
Mathematics	34		1	2	33		2	1	30		3	
Science	34		1	2	33		2	1	30		3	
Social Science	34		1	2	33		2	1	30		3	

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

\* This table includes data for grades six through eight

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

## Professional Development – 2018-2021

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,639	\$1,810	\$6,829	\$86,574
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-20.6	1.4
School Site/ State	-12.6	2.8

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

## Types of Services Funded

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

## 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).

## California School Dashboard

The California School Dashboard (Dashboard) <https://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.



# Parkside Montessori

1685 Eisenhower Street • San Mateo, CA 94403 • (650) 312-7575 • Grades K-5

Nima Tahai, Principal

[ntahai@smfc.k12.ca.us](mailto:ntahai@smfc.k12.ca.us)

<https://parkside.smfcsd.net/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
Superintendent

### School Description

Parkside Montessori School serves an ethnically and linguistically diverse community of learners from preschool through fifth grade. We are a district magnet Montessori School, striving to implement the Montessori curriculum, materials and instruction in our classrooms. The staff is committed to training focused on integrating the Common Core Standards with effective Montessori instructional practices. Parkside teachers consistently strive to support students in meeting district, state and national averages on all measures of academic achievement.

The curriculum at Parkside incorporates the methods and principles of Dr. Maria Montessori. Montessori created an educational method specifically to teach children in progressing at their own pace guided by their interests, needs and current level of understanding. She developed sequential materials that build upon past learnings and enable students to move from concrete to abstract understanding. This philosophy offers many unique opportunities in all the areas of academics including reading, writing, math, oral expression, active listening, geography, science, practical life, sensorial and the fine arts including music and art. It strives to offer freedom within an organized structure that fosters independent self-directed learners.

Parkside emphasizes the community. Parents and families are highly involved in all aspects of the educational program. Parkside maintains close partnerships with a variety of community service, child care and recreation organizations such as Children's Annex, Boys and Girls Club and the Boy Scouts of America. Parkside also collaborates with the Jewish Coalition for Literacy to provide additional literacy support and promotes cross-generational relationships for our students.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	62
Grade 2	44
Grade 3	30
Grade 4	34
Grade 5	13
Total Enrollment	268

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
Asian	23.5
Filipino	3.7
Hispanic or Latino	21.6
Native Hawaiian or Pacific Islander	0.4
White	34.7
Two or More Races	14.6
Socioeconomically Disadvantaged	16
English Learners	15.3
Students with Disabilities	13.8
Homeless	1.1

## 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 Parkside Montessori	18-19	19-20	20-21
With Full Credential	13	18	18
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Parkside Montessori

Indicator	18-19	19-20	20-21
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 2020-21)

### Quality, Currency, Availability of Textbooks and Instructional Materials

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

## Textbooks and Instructional Materials

Year and month in which data were collected: January 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>The following textbooks and materials were adopted in April 2017 or as indicated: Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011, English Language Arts/English Language Development: Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017; Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Mathematics	<p>The following textbooks and materials were adopted as indicated below: Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016) College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6 College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7 College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>The following textbooks and materials were adopted as indicated below: Grades K-5, Twig (2019) (SMFC Board Adopted February 2020) Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>The following textbooks and materials were adopted in May 2007: Grades K-5, Harcourt School Publishers, Reflections: California Series (2007) Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>



Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	No heat in computer lab. Install new filters. trouble signal coming from LGI alarm panel.
<b>Interior:</b> Interior Surfaces	Fair	Need to resurface floor in custodian room. Old carpet in hallways.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Bees in ivy.
<b>Electrical:</b> Electrical	Fair	Exterior lights flickering. Outlet in room 5 not working.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Paper towel and hand sanitizer dispensers need to be installed.
<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	Fair	Need to repaint safety lines. Need to paint clinic. Need to clean out rain gutters.
<b>Overall Rating</b>	<b>Fair</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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	47	N/A	62	N/A	50	N/A
Math	41	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	17	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parent Involvement Contact: Principal Nima Tahai

Name - Nima Tahai

Email - ntahai@smfc.k12.ca.us

School Phone - 650-312-7575

PTA President Name - Amy Connors

PTA President Email - president@parksidepta.com

Parkside emphasizes the importance of a connected community. The COVID-19 pandemic and the resulting shift to Full-Time Distance Learning in March 2020 caused the cancellation of on-campus community activities while others were held virtually via Google Meet. From the time that Parkside Montessori entered distance learning last spring until the end of the school year, every Tuesday night there were principal townhalls to help keep our community informed and well connected. In the 20-21 school year, Parkside Montessori has hosted these townhalls once every three weeks to support ongoing communication and community building for families with the school leadership.

Under non-COVID-19 circumstances, parents and families are highly involved in all aspects of the educational program. Parents who choose a Montessori Education for their child commit to volunteering for 30 hours each academic year per family. These hours may be accomplished in a variety of ways. Large numbers of parents make time to volunteer in their child's classroom, during an Art in Action lesson, as Field Trip chaperones, as lunchtime supervisors, at Book Fairs, at Green team (campus cleanup) Saturdays, by coming to numerous Parent Education Nights that are offered, by attending PTA meetings among other ways to participate at Parkside Montessori School.

Parkside maintains close partnerships with a variety of community service, child care and recreation organizations such as Children's Annex, Boys and Girls Club, and the Boy Scouts of America. Parkside also collaborates with the Jewish Coalition for Literacy to provide additional literacy support and promotes cross generational relationships for our students. Parents are strongly encouraged to take an active role in their child's education. Volunteering in class, outside of class, at PTA events, etc. is prevalent and witnessed on a daily basis.

**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.4	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.3	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

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	

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	20	1	3		22	1	4					
1					25		1					
2	24		3									
3					21	1	2					
4	21		1									
5	15	1	1		16	1	1					
Other**									24	2	9	

\*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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

**Types of Services Funded**

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

**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).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://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.

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,034	\$6,758	\$6,276	\$76,976
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-28.9	-10.3
School Site/ State	-21.0	-8.9

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



# San Mateo Park Elementary School

161 Clark Drive • San Mateo, CA 94402 • (650) 312-7577 • Grades K-5

Cristina Haley, Principal

chaley@smfcsd.net

<https://san-mateo-park.smfcsd.net/>

## 2019-20 School Accountability Report Card

Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
**Superintendent**

### School Description

San Mateo Park Elementary School is preparing our students to be actively engaged in their own learning as they: develop confidence in their ability to solve problems; become critical thinkers who communicate their ideas clearly; challenge themselves to reach their highest potential; participate in collaborative conversations with their peers; practice socially responsible behaviors by making wise choices; make real life connections to the world around them; and are provided with opportunities to become lifelong learners. Park School's supportive and positive environment encourages students to be safe, respectful and responsible. Students are happy attending school every day whether it is virtually or in the Hybrid model. They know that there are adults all around them who care about them and who create a safe and supportive learning environment where they can learn and grow.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	48
Grade 2	67
Grade 3	69
Grade 4	61
Grade 5	59
Total Enrollment	387

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
Asian	3.6
Filipino	4.1
Hispanic or Latino	71.3
Native Hawaiian or Pacific Islander	2.3
White	10.9
Two or More Races	6.5
Socioeconomically Disadvantaged	65.1
English Learners	53.5
Students with Disabilities	10.3
Homeless	6.2

## 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 San Mateo Park	18-19	19-20	20-21
With Full Credential	20	21	22
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at San Mateo Park Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)****Quality, Currency, Availability of Textbooks and Instructional Materials**

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

**Textbooks and Instructional Materials**

**Year and month in which data were collected: January 2021**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>The following textbooks and materials were adopted in April 2017 or as indicated:            Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011,            English Language Arts/English Language Development:            Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017;            Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>The following textbooks and materials were adopted as indicated below:            Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK            Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016)            College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6            College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7            College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>The following textbooks and materials were adopted as indicated below:            Grades K-5, Twig (2019) (SMFC Board Adopted February 2020)            Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>The following textbooks and materials were adopted in May 2007:            Grades K-5, Harcourt School Publishers, Reflections: California Series (2007)            Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	HVAC in electrical room needs repair. Need to install new filters. Main Office AC needs repair.
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Need to replace ballasts in Room 15 & 10.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Toilet in boys rest room is leaking. Paper towel and hand sanitizer dispensers need to be installed.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Old paint needs to be recycled.
<b>Structural:</b> Structural Damage, Roofs	Fair	Holes in office wall needs patching. Need to repair floor in shed.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	LGI floor needs repair. Need to clean out storm drains and gutters. Gate by room 32 not closing properly.
<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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	37	N/A	62	N/A	50	N/A
Math	27	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	31	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

Parent Involvement Contact:

Name - Erin Tamony Cardenas

Email - etamony@gmail.com

School Phone - (650)312-7577

San Mateo Park Elementary School has a positive school climate where everyone feels welcome. We have an active parental support through the PTA, English Learner Advisory Committee (ELAC), School Site Council, and Classrooms (Room Parents), which have all functioned virtually during Distance Teaching and Learning. The school follows the District's established homework policy and conferences with parents a minimum of one time a year, more often as the need arises. The San Mateo Park School Site Council is directly involved in planning, budget development, program implementation and evaluation of the school site plan. Teachers, principal, staff and parents are members of the School Site Council; therefore, input and discussion are representative of the major school groups. The PTA sponsors family-oriented activities throughout the year. In addition, the PTA provides supplemental learning activities such as field trips to cultural events, science experiences and enrichment activities. San Mateo Park's 2020-21 Reopening Plan Team is composed of principal, teachers, staff, and parents. The purpose of this team is to collaborate and organize a safety plan for a reopening in the hybrid program once COVID-19 conditions allow it. During non-COVID circumstances, there are numerous ways for parents to get involved whether in the classroom as volunteers, chaperones for field trips, or participation at any of our school-wide events such as Walk-A-Jog, Math Night, or Science Night. At San Mateo Park the diversity of our community is celebrated and students learn to appreciate a global awareness and understanding of other cultures.



**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

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	2

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	19	2	3		20	2	2		20	1	3	
1	25		2		22		3		24		2	
2	25		3		25		2		25		2	
3	24		2		24		3		28		2	
4	28		2		30		2		31		2	
5	32		2		28		2		30		2	
Other**									17	1	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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

#### Types of Services Funded

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,663	\$1,863	\$6,800	\$83,221
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-21.0	-2.5
School Site/ State	-13.1	-1.1

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

# Sunnybrae Elementary School

1031 South Delaware Street • San Mateo, CA 94402 • (650) 312-7599 • Grades K-5

Aleyda Barrera-Cruz, Principal

albarreracruz@smfcsd.net

<https://sunnybrae.smfcsd.net/>

## 2019-20 School Accountability Report Card

Published During the 2020-21 School Year



### San Mateo-Foster City School District

1170 Chess Drive  
Foster City, CA 94404  
(650) 312-7700  
[www.smfcsd.net](http://www.smfcsd.net)

#### District Governing Board

Kenneth Chin - President

Alison Proctor - Vice President

Shara Watkins - Clerk

Noelia Corzo - Trustee

Lisa Warren - Trustee

#### District Administration

Joan Rosas, Ed.D.  
Superintendent

### School Description

Sunnybrae Elementary School is a school community that supports the whole child. We embrace the International Baccalaureate Program and are very proud of supporting our students to be caring, critical thinkers and open-minded global citizens. The staff, families and students are very diverse and collaborate so that our students can achieve their academic, physical and social-emotional goals to the maximum. We do this by providing transdisciplinary units of study for students that are based on the inquiry model of learning and by having several extra curriculum activities, such as, Spanish, music, art and PE.

Sunnybrae Elementary embraces the following mission statement: Sunnybrae is a committed community of students, educators, families and staff that supports the whole child and honors diversity so that all students can reach their full potential in order to become global citizens who are caring, open-minded, critical thinkers. We also have a clear vision to reach high academic and social-emotional performance for our students by the year 2022.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	72
Grade 2	70
Grade 3	65
Grade 4	63
Grade 5	68
Total Enrollment	413

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
Asian	5.1
Filipino	3.9
Hispanic or Latino	67.8
Native Hawaiian or Pacific Islander	4.1
White	11.9
Two or More Races	6.5
Socioeconomically Disadvantaged	57.9
English Learners	47.9
Students with Disabilities	15.7
Homeless	10.2

## 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 Sunnybrae Elementary	18-19	19-20	20-21
With Full Credential	21	27	27
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	18-19	19-20	20-21
With Full Credential	♦	♦	624
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Sunnybrae Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)****Quality, Currency, Availability of Textbooks and Instructional Materials**

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

Due to the COVID-19 pandemic and the mandated move to Distance Learning, in July 2020 the Board of Trustees approved the adoption of the following additional instructional materials to support Distance Learning.

Mathematics: Grades K-5 Zearn Mathematics, Ureka Math, 2016

Mathematics: Grades 6-8 Math Nation, Illustrative Math, 2013

Science: Grades 6-8 STEMScopes, Accelerate Learning, 2020

English Language Arts: Grades 6-8 CommonLit, 2014-2021

**Textbooks and Instructional Materials**

**Year and month in which data were collected: January 2021**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>The following textbooks and materials were adopted in April 2017 or as indicated:            Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011,            English Language Arts/English Language Development:            Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017;            Grades 6-8, SpringBoard, The College Board, California Edition, 2017;</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>The following textbooks and materials were adopted as indicated below:            Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK            Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016)            College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6            College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7            College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8            College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>The following textbooks and materials were adopted as indicated below:            Grades K-5, Twig (2019) (SMFC Board Adopted February 2020)            Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>The following textbooks and materials were adopted in May 2007:            Grades K-5, Harcourt School Publishers, Reflections: California Series (2007)            Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:  Spanish, Glencoe/McGraw Hill, Como Te Va  French, Glencoe/McGraw Hill, Bon Voyage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>The following textbooks and materials were adopted by the District as indicated below:  Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)  Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)  Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19 when students return to campus. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of December 2020 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (to be completed by February 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which will be completed in early spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is starting January 2021 for the North Central School.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: December 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	HVAC making loud noise in Room 1 & 2. Need to install new filters. No heat in room 5. Need to replace batter in alarm panel.
<b>Interior:</b> Interior Surfaces	Fair	Need to replace elevator flooring. Need to replace flooring in main office an break room.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	
<b>Electrical:</b> Electrical	Fair	Need to adjust light sensor in room 29. Hallway lights are out.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Paper towel and hand sanitizer dispensers need to be installed. Faucet leaking in room 24.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Need to recycle old light bulbs.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Need to repair gap in back fence. Latch on back gate needs to be replaced.
<b>Overall Rating</b>	<b>Fair</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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	31	N/A	62	N/A	50	N/A
Math	24	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	14	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parent Involvement Contact:

Name - Jen Farrigan, PTA President

Email - jen.farrigan@gmail.com

School Phone - 650-312.7599

Sunnybrae School has an active PTA and School Site Council. We are proud that participating families reflect the rich and diverse ethnicity of our school. The families and PTA provide many funds and volunteer hours to the school. The COVID-19 pandemic and the resulting shift to Full-Time Distance Learning in March 2020 caused the cancellation of on-campus community activities while others were held virtually via Google Meet. Under non-COVID-19 circumstances, the PTA sponsors several activities that raise funds and encourage participation of children and their families. These include the International Cultural celebration, Fall Festival, Ice Cream Social and other grade level event. The PTA also sponsors assemblies throughout the year for the cultural enrichment of students.

There is ongoing communication with families. School work is sent home for parent review and comment. Regular conferences are held between teachers and parents in the fall and spring. In addition, parents or teachers may request additional conferences at any time throughout the year. Sunnybrae School sends newsletters to parents every week from our school office and our teachers. Our school website contains information on classroom and school-wide events.

**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 (School Year 2020-2021)**

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	1.2	1.2	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.5	1.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

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	1.9

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	18	2	3		19	3	1		18	4		
1	24		2		24		2		22		3	
2	25		3		24		3		22	1	2	
3	22	1	2		14	2	2		23		2	
4	34			2	26	1	2		28		1	
5	29		3		30		2		27		2	
Other**	11	1							16	3	2	

\*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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Professional Development – 2018-2021**

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the Summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Due to COVID-19 and the move to Full-Time Distance Learning and Hybrid Models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and Google Meet and Zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as the use of break out rooms.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. This year many of these trainings were held virtually and we found an increase in participation as well as more cross-site collaboration. Beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,613	\$51,004
Mid-Range Teacher Salary	\$83,721	\$82,919
Highest Teacher Salary	\$106,467	\$104,604
Average Principal Salary (ES)	\$155,618	\$131,277
Average Principal Salary (MS)	\$157,932	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$206,594	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* 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/).

#### Types of Services Funded

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,451	\$3,362	\$7,090	\$76,757
District	N/A	N/A	\$8,399	\$85,329
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-16.9	-10.6
School Site/ State	-8.9	-9.2

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