Meadows Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Meadows Elementary School
Street	555 Richmond Drive, Millbrae, CA 94030
City, State, Zip	Millbrae, CA 94030
Phone Number	(650)583-7590
Principal	Julie Costantino
Email Address	jcostantino@millbraesd.org
School Website	https://me.millbraeschooldistrict.org/
Grade Span	K-5
County-District-School (CDS) Code	41-68973-6044234

2025-26 District Contact Information

District Name	Millbrae Elementary School District
Phone Number	(650) 697-5693
Superintendent	Lisa Hickey
Email Address	lhickey@millbraesd.org
District Website	www.millbraeschooldistrict.org

2025-26 School Description and Mission Statement

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

2025-26 School Description and Mission Statement

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	52
Grade 2	52
Grade 3	52
Grade 4	73
Grade 5	52
Total Enrollment	360

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	52.5
Non-Binary	0.8
Asian	53.6
Filipino	6.9
Hispanic or Latino	12.5
Native Hawaiian or Pacific Islander	1.1
Two or More Races	8.9
White	16.4
English Learners	16.9
Socioeconomically Disadvantaged	15.6
Students with Disabilities	10.8

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12	74.12	73.4	87.38	234405.2	84
Intern Credential Holders Properly Assigned	1	6.18	1	1.19	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	12.35	3.7	4.44	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	1.24	2.4	2.89	11953.1	4.28
Unknown/Incomplete/NA	1	6.18	3.4	4.08	15831.9	5.67
Total Teaching Positions	16.1	100	84	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15	93.75	84.1	93.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	1.11	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.6	2.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.5	0.62	11746.9	4.23
Unknown/Incomplete/NA	1	6.25	1.6	1.88	14303.8	5.15
Total Teaching Positions	16	100	90	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14	93.33	74.3	87.04	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	1.17	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.7	6.78	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.1	2.49	12112.8	4.34
Unknown/Incomplete/NA	1	6.67	2.1	2.49	13705.8	4.91
Total Teaching Positions	15	100	85.4	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	0
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.20	0	0
Total Out-of-Field Teachers	0.20	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.8	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.1	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	August 2021

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders 2017	0
Mathematics	McGraw Hill Reveal 2024	0
Science	Twig Science 2020	0
History-Social Science	Studies Weekly 2017	0
Visual and Performing Arts	Art Attack (Grades TK-2); Art in Action (Grades 3-5)	

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

School Facility Conditions and Planned Improvements

Construction was started for Meadows School in 1957, and the school opened in the fall of 1958. Several modular buildings were moved onto the campus following class-size reduction in the late 1990s to house the school's library, computer lab, and child care facility. The school was remodeled in 2001, and lighting, heating, teacher work areas, and washrooms were updated. Staff, students and families take pride in our school. A daily custodian works diligently to keep the facilities clean. Additionally, nightly additional custodian completes the cleaning of the building. The crossing guard, safe cross flag program and the school's student safety patrol program have greatly improved the traffic safety in front of our school as has our strong partnership with local law enforcement and the City of Millbrae.

Recent facility improvements include an outdoor shade structure for students to eat and play protected from the sun and rain. A digital message board informs parents and community members about events and important school information. The exterior lighting was replaced with LED to improve visibility and safety at night. All the air filters throughout the campus were upgraded to Merv 13 filters exceeding CDPH recommendations. Recently, construction was completed on the kindergarten playground. For Arbor Day 2025, the maintenance team installed planter beds in the center of campus. As of December 2025, several grades have integrated gardening science lessons to their curriculum providing hands on learning opportunities.

Our Facilities Master Plan includes adding security fencing around our campus to provide a single point of entry. A signage project is underway to provide clearer directionality to campus visitors.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	76	72	65	66	47	48
Mathematics (grades 3-8 and 11)	81	74	62	62	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	178	175	98.31	1.69	72.00
Female	82	81	98.78	1.22	72.84
Male	94	92	97.87	2.13	71.74
American Indian or Alaska Native	0	0	0	0	0
Asian	95	95	100.00	0.00	81.05
Black or African American	0	0	0	0	0
Filipino	13	12	92.31	7.69	75.00
Hispanic or Latino	23	22	95.65	4.35	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	14	93.33	6.67	78.57
White	32	32	100.00	0.00	71.88
English Learners	22	21	95.45	4.55	33.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	34	100.00	0.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	23.08

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	178	174	97.75	2.25	74.14
Female	82	81	98.78	1.22	71.60
Male	94	91	96.81	3.19	76.92
American Indian or Alaska Native	0	0	0	0	0
Asian	95	95	100.00	0.00	85.26
Black or African American	0	0	0	0	0
Filipino	13	12	92.31	7.69	75.00
Hispanic or Latino	23	22	95.65	4.35	36.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	14	93.33	6.67	64.29
White	32	31	96.88	3.12	70.97
English Learners	22	21	95.45	4.55	33.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	34	100.00	0.00	47.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	61.54

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	63.77	48	54.68	49.69	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	50	98.04	1.96	48.00
Female	23	22	95.65	4.35	54.55
Male	27	27	100.00	0.00	40.74
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100.00	0.00	59.09
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100.00	0.00	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Meadows collaborates as a community of parents, teachers, and administrators to support our students. Parental engagement is evident across our campus. Parents regularly attend parent-teacher conferences, Back-to-School Night, Open House, the Annual MEF Gala and parent education workshops. Once a month there is a Principal Coffee Chat designed to foster ongoing dialogue between community members and school leadership Meadows School has a very active Parent Teacher Organization (PTO), Room Parent Program, School Site Council (SSC), and English Language Advisory Committee (ELAC). Teachers engage parents in volunteer opportunities such as field trips, class projects, and school-wide events. Volunteers help in the classroom with small groups of students and volunteer in the STEAM lab and Reading Nook and even deliver lessons through Art in Action.

Launched in spring of 2024 as an advisory group, the Meadows community is proud to grow the programming and community presence of the Caregiver Connection, a dedicated space for caregivers of students with IEPs, 504s, and related services to find connection and shared resources.

In addition, parents help with yard duty, and a variety of special projects such as Art in Action. There are also opportunities for parents to become involved in district level committees as Meadows representatives. These opportunities include formal groups such as the Millbrae Education Foundation (MEF) and the District English Language Advisory Committee (DELAC).

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	376	375	35	9.3
Female	176	176	12	6.8
Male	197	196	22	11.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	199	198	6	3.0
Black or African American	--	--	--	--
Filipino	26	26	2	7.7
Hispanic or Latino	50	50	10	20.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	34	5	14.7
White	61	61	9	14.8
English Learners	66	65	10	15.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	67	67	13	19.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	45	45	12	26.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	1.06	1.21	0.74	1.75	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.06	0.00
Female	0.57	0.00
Male	1.52	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.01	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.28	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.22	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The school's Safety Plan is updated regularly in collaboration with administration, faculty, staff, and parents. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. In addition, playgrounds are supervised and students are explicitly taught positive behaviors within our Positive Behavioral Intervention and Supports (PBIS) program to create a safe environment. A student safety patrol program is implemented to provide a safe school arrival for our families. Visitors must sign in at the office, where they receive a badge to wear throughout their stay.

Emergency preparedness is a high priority in the Millbrae School District. Each school, in collaboration with the San Mateo County Sheriff's Office, the San Mateo County Office of Education, and the County Fire Department, has developed and implemented a School Safety Plan that provides emergency response and procedures in the event of need. The School Safety Plan is reflective of the San Mateo County Big Five Emergency Responses including Lockdown/Barricade, Evacuation, Drop, Cover and Hold On, Secure Campus, and Shelter in Place. The Meadows Safety Team reviews protocols, sets our emergency drill schedules, and collects monthly input from staff that result in more robust safety procedures. Meadows School has regular emergency drills that provide students and staff the opportunity to practice the big five emergency responses. Each classroom has an emergency safety kit containing basic first aid supplies and student emergency contact information. Additionally, the district has trained staff in the safe use and disposal of EpiPens, AED machines, and CPR to facilitate quick and appropriate responses to emergencies. Meadows School has three AED machines as well as a set of stock EpiPens on site. The Millbrae community supports the school's effort to address safety for families. A principal coffee on the topic of school safety was held in fall with district staff and community members.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	2	0
1	15	1	2	0
2	24	0	2	0
3	23	0	2	0
4	28	0	2	0
5	29	0	2	0
6	0	0	0	0
Other	19	1	2	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	2	0
1	24	0	2	0
2	22	0	2	0
3	27	0	2	0
4	22	0	2	0
5	24	0	3	0
6	0	0	0	0
Other	12	1	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	25		2	
2	26		2	
3	26		2	
4	30		2	
5	31		1	
Other	14	2	1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	664

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$4,831	$88	$4,743	$65,668
District	N/A	N/A	$8,007	$99,187
Percent Difference - School Site and District	N/A	N/A	-51.2	-37.3
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	-77.7	-35.6

Fiscal Year 2024-25 Types of Services Funded

A combination of funds pays for one reading teacher, an instructional aide who work with small groups of children who are not at grade level, and an instructional aide for English Learners who is funded through a combination of funds. State funds provide support for teachers new to the teaching profession for their 2 year Induction Program and the counselor is funded with a state supplemental allocation. Our elementary physical education program is funded through generous donations from the Millbrae Education Foundation. Meadows PTO raises funds through book fairs, family donations, and an annual auction event for field trips, classroom supplies, art programs, library books, school equipment, special assemblies, and various school beautification projects. The Millbrae Education Foundation sponsors a district wide Read a Thon and annual Gala to provide Physical Education instruction and STEAM enrichment opportunities for our students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,513	$61,516
Mid-Range Teacher Salary	$94,650	$95,479
Highest Teacher Salary	$121,931	$125,208
Average Principal Salary (Elementary)	$158,772	$152,668
Average Principal Salary (Middle)	$145,522	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$243,000	$242,781
Percent of Budget for Teacher Salaries	32.31%	29.76%
Percent of Budget for Administrative Salaries	8.39%	5.74%

Professional Development

Meadows Elementary teachers attend professional development meetings throughout the school year. Meadows Professional Learning Teams (PLT) are devoted to unpacking Essential Standards and Unit Plans aligned to CCSS in English language arts (ELA) science, and math. Additional professional development is being provided by San Mateo County Office of Education for PBIS team, site principal, school psychologist, and school counselor in the area of restorative practices and tier one supportive practices to increase student engagement and belonging. Our professional learning focus areas for the 2025-2026 school year are: Universal Design for Learning, the year one implementation of new math curriculum, and strengthening literacy instruction to further align with the science of reading.

The staff has a minimum day on Wednesdays to provide for teacher collaboration within their Professional Learning Teams to unpack and identify essential standards. In addition, during monthly staff meetings professional development focuses on Tier 1 best practices for classroom instruction. Our instructional leadership team meets monthly to go over the instructional calendar, review goals and actions, and plan for upcoming plt and faculty meetings. Additionally, staff have three district wide professional development days during the course of the school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	