

La Entrada Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	La Entrada Middle School
Street	2200 Sharon Road
City, State, Zip	Menlo Park, CA 94025
Phone Number	650-854-3962
Principal	Mark Jones
Email Address	mjones@llesd.org
Website	https://le-llesd-ca.schoolloop.com/
County-District-School (CDS) Code	41689576044093

Entity	Contact Information
District Name	Las Lomas Elementary School District
Phone Number	1-650-854-6311
Superintendent	Dr. Beth Polito
Email Address	bpolito@llesd.org
Website	http://llesd-ca.schoolloop.com/

School Description and Mission Statement (School Year 2019-20)

La Entrada School is located in the city of Menlo Park in San Mateo County, California. It is one of two schools in the Las Lomas Elementary School District and includes grades four through eight. Graduates of La Entrada School attend Menlo-Atherton High School or Woodside High School in the Sequoia Union High School District, as well as private preparatory schools throughout the San Francisco Peninsula.

The Las Lomas Elementary School District includes the western-most part of Atherton, an unincorporated section of San Mateo County between Atherton and Menlo Park, the western section of Menlo Park (Sharon Heights), a portion of Woodside, and the community of Ladera (unincorporated San Mateo County). La Entrada participates in the Voluntary Transfer Program and receives approximately five percent of its population from East Palo Alto and East Menlo Park. The 2018-19 enrollment at La Entrada was 749 students. La Entrada parents place an extremely high value on rigorous academic programs and positive social and emotional growth without sacrificing art, music, and physical education. The parent community is well-established and provides strong support to La Entrada School by contributing time and other resources to help achieve the school's educational goals. There is little transience. Most of the students entering La Entrada School in fourth grade stay through eighth grade. More school information can be found at the La Entrada website at <http://le-llesd-ca.schoolloop.com/>

La Entrada Operational Vision Statement:

La Entrada is an inclusive community of dedicated staff, students, and parents engaged in maximizing the academic, social, ethical and physical growth of every student.

Our collaborative community embraces the ideals of critical thinking, life-long learning, and global responsibility in a safe and respectful environment.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 4	140
Grade 5	153
Grade 6	134
Grade 7	168
Grade 8	150
Total Enrollment	745

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.1
Asian	17.3
Filipino	1.1
Hispanic or Latino	11
Native Hawaiian or Pacific Islander	0.1
White	58.3
Two or More Races	10.6
Socioeconomically Disadvantaged	6.8
English Learners	3
Students with Disabilities	9.8
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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	59	49	52	92
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: September 2015

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	current state adoptions in good condition/ June 2009 4th-5th; June 2010 6th-8th	Yes	0
Mathematics	current state adoptions in good condition/ May 2009 4th- 5th; May 2008 6th - 8th	Yes	0
Science	current state adoptions in good condition/ Feb 2008 4th- 8th	Yes	0
History-Social Science	current state adoptions in good condition/ May 2007 4th - 8th	Yes	0
Foreign Language	current state adoptions in good condition	Yes	0
Health	current state adoptions in good condition/ June 2005 4th- 8th	Yes	0
Science Laboratory Equipment (grades 9-12)	current state adoptions in good condition	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space is adequate to support the school's instructional program. The district maintains a planned program that ensures routine maintenance functions are performed on a scheduled basis. The district also maintains a five-year plan for major repairs and capital improvements. Renovations were completed in every classroom in the school, Jensen Hall, all restrooms and the administrative offices in the spring of 2004. Construction of a new gymnasium and eating area was completed in January 2006. Fifteen portable classrooms have been added since 2008 to accommodate growing enrollment. The lunch areas were expanded in 2014 to accommodate additional students. Master Plans were revised in Spring 2015 to provide permanent classrooms to replace all portable buildings. Construction of new 2-story, 21 new classrooms building was completed in August 2018.

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 overall rating

Year and month of the most recent FIT report: 8/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	86	86	86	86	50	50
Mathematics (grades 3-8 and 11)	81	82	82	82	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	740	719	97.16	2.84	85.67
Male	373	362	97.05	2.95	82.87
Female	367	357	97.28	2.72	88.52
Black or African American	11	11	100.00	0.00	45.45
American Indian or Alaska Native	--	--	--	--	--
Asian	122	118	96.72	3.28	91.53
Filipino	--	--	--	--	--
Hispanic or Latino	80	77	96.25	3.75	63.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	436	425	97.48	2.52	89.41
Two or More Races	84	81	96.43	3.57	86.42
Socioeconomically Disadvantaged	52	51	98.08	1.92	58.82
English Learners	52	50	96.15	3.85	58.00
Students with Disabilities	76	69	90.79	9.21	33.33
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	739	723	97.83	2.17	81.88
Male	372	364	97.85	2.15	83.79
Female	367	359	97.82	2.18	79.94

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	11	11	100.00	0.00	36.36
American Indian or Alaska Native	--	--	--	--	--
Asian	122	121	99.18	0.82	93.39
Filipino	--	--	--	--	--
Hispanic or Latino	80	78	97.50	2.50	39.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	435	425	97.70	2.30	88.24
Two or More Races	84	81	96.43	3.57	80.25
Socioeconomically Disadvantaged	52	51	98.08	1.92	37.25
English Learners	52	52	100.00	0.00	61.54
Students with Disabilities	75	69	92.00	8.00	30.43
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.3	35.4	35.4
7	10.0	29.4	55.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

Members of the community are strong supporters of the school and contribute time and resources in order to achieve the school and district educational goals. La Entrada has an active Parent-Teacher Association (PTA) that sponsors many programs annually for the benefit and welfare of students and families. Sports and enrichment activities are offered to all students through the Las Lomas League, a parent organization. Parents also participate as members of our English Language Advisory Committee (ELAC), which helps and advises us in our plan for English Language Learners. In addition, parents volunteer in classrooms and help with special events, such as the School Picnic, Winter Service Project, Science Fair, Spelling Bee, Geo Bee, and Visual Arts Showcase. Three parents and two students are members of the School Site Council and are an integral part of planning school improvement. The Las Lomas Education Foundation raised \$1,600,000 through the combined efforts of the Annual Giving Campaign, annual auction event, eScrip Sales, and corporate donor programs to enhance the educational efforts of the District. These funds are used to maintain small class sizes, to provide a wide array of electives, and to support programs and staff in all academic areas. Local businesses and corporations enrich our technological needs by donating equipment and financial resources. The parent-organized Outreach Program provides ongoing financial assistance and tutoring for students with identified needs.

Parent volunteers lead Project Cornerstone's ABC Reader Program, where parent volunteers are trained monthly in a selected children's book that focuses on character and anti-bullying themes. These parent volunteers then read the selected children's book in a 4th or 5th grade classroom every month while being supported by the classroom teacher. The La Entrada Lunchtime Enrichment Program, LELE, is a weekly lunchtime recess event supported and staffed by parent volunteers. Parent volunteers create an interesting presentation/activity that students sign up to participate in during their free time at lunch recess. Some popular LELE classes have included Book Club, Physics Club, Art Club, Finance Club, and Knit and Crochet Club.

The PTA manages their own website, hosted at <http://www.laentradapt.org/index.html>. The PTA President may be contacted at president@laentradapt.org. The district Foundation manages their own website, hosted at <http://llef.org/index.html>, and the Foundation maybe contacted via Dan Bergeron at danb@llef.org.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.0	0.6	1.0	0.6	0.4	0.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Committee, which meets throughout the year, is comprised of faculty members and led by the assistant principals. A School Safety Plan is on record in the school office and District Office. It is updated each spring. School staff receives updates from the District Safety Committee and different types of evacuation drills are held monthly. This year's safety committee is to practice a comprehensive Family Reunification Plan. Communication and coordination when evacuating the campus is a focus of the Safety Committee and site administration. School Messenger templates are to be reviewed and fine-tuned this year.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	22	4	10		21	9	6		21	5	10	
Mathematics	18	7	4		20	7	10		19	11	8	
Science	22	5	9		24	3	10		24	2	11	
Social Science	23	4	10		24	6	8		24	4	10	

*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.

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

Title	Ratio
Academic Counselors*	372.5

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,190	\$1,799	\$10,391	\$107,346
District	N/A	N/A	\$18,526	\$105,639.00
Percent Difference - School Site and District	N/A	N/A	-56.3	0.9
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	40.0	36.8

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

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

Types of Services Funded (Fiscal Year 2018-19)

With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English Language Development, Reading, and Math. We have Physical Education, Music Teachers, and Librarians to enhance our instructional programs and we have robust student support services including speech and language specialists, resource specialists, psychologists, school counselors, and nursing. We have Teacher's on Special Assignment to support the curricular initiatives and teacher professional development. Monies raised by the PTA and through parent donation supplement student field trips, enrichment, and supplies.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,200	\$49,378
Mid-Range Teacher Salary	\$93,063	\$77,190
Highest Teacher Salary	\$119,111	\$96,607
Average Principal Salary (Elementary)	\$155,415	\$122,074
Average Principal Salary (Middle)	\$155,415	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$225,000	\$189,346
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Teachers, the assistant principals, the principal, and other staff members participate in staff development activities to update and enhance their professional skills. Wednesday afternoons are set aside for regularly scheduled grade level and subject matter meetings, professional development, faculty meetings, district-wide curriculum planning meetings, School Site Council and other committee meetings. Veteran teachers mentor new teachers while other experienced teachers serve as curriculum coaches. In order to achieve school goals, La Entrada has access to 1.6 FTE Teachers on Special Assignment (TOSA) that support Literacy, Math, and Technology. In addition to onsite coaching, teachers are provided opportunities to attend staff development as a group and then provided time to work together with the new material and strategies in order to initiate implementation. Teachers are also encouraged to observe colleagues and teachers in other schools; substitutes are provided. Training workshops and technology classes are provided by the District throughout the year and during the summer.

All teachers are required to identify goals for professional development at the start of the year. Staff development opportunities are provided to all staff throughout the year. There are many opportunities to attend conferences, workshops and trainings on teacher release time. Individual teachers also develop plans for summer coursework that is applicable to their professional development plan. Focus areas for professional development in 2018-19 were Equity, Writer's Workshop, Reader's Workshop, ELD, Math, Next Generation Science Standards, Co-Teaching, and integrating technology.