

Lomita Park Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School Contact Information

School Name	Lomita Park Elementary School
Street	200 Santa Helena Ave
City, State, Zip	San Bruno, CA 94066
Phone Number	650-588-5852
Principal	Mr. Scott Carson
Email Address	scarson@millbraesd.org
School Website	https://www.millbraeschooldistrict.org/Domain/9
County-District-School (CDS) Code	6044226

2021-22 District Contact Information

District Name	Millbrae Elementary School District
Phone Number	(650) 697-5693
Superintendent	Debra French
Email Address	dfrench@millbraesd.org
District Website Address	www.millbraeschooldistrict.org

2021-22 School Overview

Welcome to Lomita Park School! Our mission is to provide an enriching, challenging, and motivating instructional program that stimulates students' curiosity, encourages creative thinking, and engenders a joy of learning. Our community is warm and welcoming. We embrace our diversity as a source of strength which prepares our students for the 21st Century global economy. In the 2021-22 school year, our staff is implementing Professional Learning Community (PLC) protocols for a continuous improvement cycle by analyzing student data and making adjustments with instruction, support and intervention. Lomita Park benefits from numerous community organizations including the Lions Club, the Millbrae Education Foundation, and the Peninsula Chinese Business Association with donations and fun fundraising events. In a traditional school year, our amazing PTA works tirelessly to provide special family events, school assemblies, field trips, and much, much more. While we are back to in person learning this year, the pandemic has made those PTA sponsored events difficult if not impossible to produce. Our after school ASES enrichment program run by the Mid-Peninsula Boys and Girls Club, made possible by an After School Education and Safety grant, supports many of our students and their families after school. The Mid-Peninsula Boys and Girls Club staff works collaboratively with the Lomita Park staff to promote and extend academic excellence and strong character values.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	49
Grade 2	51
Grade 3	41
Grade 4	46
Grade 5	45
Total Enrollment	301

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.5
Asian	18.3
Black or African American	1
Filipino	6
Hispanic or Latino	50.8
Native Hawaiian or Pacific Islander	6
Two or More Races	4
White	12.3
English Learners	41.9
Foster Youth	0.7
Socioeconomically Disadvantaged	56.8
Students with Disabilities	8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

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

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

2019-20 Class Assignments

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

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

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

September 2021

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

School Facility Conditions and Planned Improvements

The third Lomita Park Elementary School building was constructed in 1970. It replaced two previous buildings that were the original schools in the area and the oldest when the City of Millbrae was incorporated. At that time, the innovative trend was to use the pod design for instruction. The intermediate students in fourth and fifth grade now occupy the modular classrooms located nearby on the school grounds. The school is equipped with wireless Internet throughout the campus, and every classroom from 2nd grade to 5th grade has Chromebooks for each student. K-1 students have access to I-pads and/or Chromebooks. In addition, our school currently has 125 I-pads and 64 Chromebook Computers to utilize in the classrooms. Classrooms are using updated technology which include LCD projectors and document cameras. The custodians and district maintenance crew have set a goal of keeping every classroom and rest room clean and safe. As an outcome of the needs assessment, during the 2006–2007 school year, we replaced the current air conditioning system and carpet and removed asphalt. In 2008–2009 plans were put into place to begin work on upgrading the fields and making changes to the facilities by applying district bond funds. In the summer of 2009, we remodeled two bathrooms, painted the exterior, applied asphalt, upgraded lighting, and replaced four modular classrooms. During the summer of 2011, the school received major upgrades that made the campus ADA compliant, including remodeled ramps with handicap accessibility to the main office and classrooms. This was made possible with money from the Measure X bond passed in May 2009.

Recent facility improvements include a new play structure. A digital message board was installed to inform parents and community members about events and important school information. The exterior lighting was replaced with LED lighting to improve visibility and safety at night. All the air filters throughout the campus were upgraded to Merv 13 filters exceeding CDPH recommendations.

In 2018 the Millbrae Elementary School District engaged with School Works to develop a Facilities Master Plan. This plan includes adding a new 2 story building and completely redoing the play areas, parking, and drop off and pick area.

Year and month of the most recent FIT report

8/2/2021

School Facility Conditions and Planned Improvements

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	129	124	96.12	3.88	32.26
Female	69	67	97.1	2.9	40.3
Male	60	57	95	5	22.81
American Indian or Alaska Native	0	0	0	0	0
Asian	19	18	94.74	5.26	50
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	68	65	95.59	4.41	27.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	19	100	0	31.58
English Learners	48	46	95.83	4.17	13.04
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	23	92	8	13.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100	0	6.25

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	129	124	96.12	3.88	33.06
Female	69	67	97.10	2.90	35.82
Male	60	57	95.00	5.00	29.82
American Indian or Alaska Native	0	0	0	0	0
Asian	19	18	94.74	5.26	38.89
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	68	65	95.59	4.41	27.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	42.11
English Learners	48	46	95.83	4.17	15.22
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	24	96.00	4.00	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	18.75

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

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

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

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

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	16.28	N/A	43.08	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	46	43	93.48	6.52	16.28
Female	23	22	95.65	4.35	22.73
Male	23	21	91.30	8.70	9.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	13	86.67	13.33	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	10	83.33	16.67	--
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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Parents actively support Lomita Park in a variety of ways to help their children succeed as well as provide crucial input to the decision making at the school. Parents work with staff members to improve services for students when they attend parent conferences, student study team meetings, parent education workshops, school social events, and informational meetings. They serve on governing committees such as the Title I Advisory Committee, ELAC, SSC, and PTA. When we are able to have volunteers on campus, parents are encouraged to volunteer in the classrooms and may contribute to the Lomita Park After School Program. Parents may attend school sponsored parent education events held at Lomita Park. The parent education events engage parents to volunteer and creates active parent leaders. Many of these opportunities have been adapted to support the Distance Learning model. The parents of students who fall below the school achievement criteria also are invited to several school meetings to learn how to better help their children succeed. Much of this information is posted on the school's website and our signboard at the corner of the cross streets for the school. Good school-parent communication promotes parent involvement and brings a significant amount of parent participation to Lomita Park School. For more information about how you can become involved at our school, please contact our principal, Scott Carson, at (650) 588-5852 or via email scarson@millbraesd.org

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	309	305	30	9.8
Female	155	153	13	8.5
Male	153	151	17	11.3
American Indian or Alaska Native	0	0	0	0.0
Asian	55	55	1	1.8
Black or African American	3	3	0	0.0
Filipino	19	18	0	0.0
Hispanic or Latino	158	157	19	12.1
Native Hawaiian or Pacific Islander	18	18	7	38.9
Two or More Races	12	12	0	0.0
White	39	37	2	5.4
English Learners	130	130	11	8.5
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	178	176	26	14.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	33	33	2	6.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.54	0.00	1.63	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.81	1.82	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	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	0.00	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	0.00	0.00

2021-22 School Safety Plan

Emergency preparedness is a high priority in the district. In collaboration with the Millbrae Police Department, we have developed and implemented a School Safety Plan that provides emergency response and procedures. On a monthly basis during the school year, we hold regular fire and earthquake drills along with other emergency drills. The Millbrae School District has a Memorandum of Understanding with the San Mateo County Sheriff's Office. The agency works closely with school staff to ensure student safety. In a traditional school year the school grounds are monitored 10 minutes before and after school by administrators or designated staff. Students learn rules for conduct to create a safe environment. Teachers regularly review the rules for safe, responsible behavior in school and on the playground as well as in the virtual classroom. When the school campus is open visitors must sign in and out at the office, where they receive a bright badge to wear throughout their stay. The Millbrae community supports the school's effort to address safety for families. It focuses on public safety through its Millbrae Crime Stoppers. The group offers anonymity to those who report a tip about a crime. The City of Millbrae offers an additional level of security by patrolling the area in marked community patrol units daily, and they frequently drive by the school.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	22		2	
2	27		2	
3	24		2	
4	22		2	
5	16	1	2	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	26		2	
2	22		2	
3	27		2	
4	26		2	
5	21	1	1	
6				
Other	4	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	2	
1	25		2	
2	26		2	
3	21	1	1	
4	23		2	
5	23		2	
6				

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	1003.3

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,725	\$927	\$5,798	\$85,030
District	N/A	N/A	\$7,900	\$82,781
Percent Difference - School Site and District	N/A	N/A	-30.7	2.7
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-37.2	3.1

2020-21 Types of Services Funded

State and federal funds, including Title I funds, pay for our reading specialist teacher, and instructional aide. They work with individual and small groups of students who are not reading at grade level. The Title I instructional aide and ELD Tutor provide services to all students in need. The PTA raises funds for classroom supplies, field trips, library books, and special assemblies. The ASES Grant provides an after school program run by the Mid Peninsula Boys and Girls program.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

Professional Development

Millbrae School District teachers attend two staff development days during the school year. The topics of professional development are determined collaboratively by teachers and administration. Professional development during the year is focused on addressing the achievement gap between English Language Learners and English Only students through the San Mateo County Office of Education El Rise program. In addition, Lomita Park teachers attend professional development on Social Emotional Learning to provide supports for students who returned this year to in person instruction after nearly two years of distance learning. Additionally, Lomita Park teachers continue professional development opportunities throughout the year during staff meetings and district provided minimum days. The staff has a minimum day on Wednesdays to provide for teacher collaboration within and across grade levels to support students needs.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	4

Millbrae Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Millbrae Elementary School District
Phone Number	(650) 697-5693
Superintendent	Debra French
Email Address	dfrench@millbraesd.org
District Website Address	www.millbraeschooldistrict.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1470	1314	89.39	10.61	64.95
Female	713	638	89.48	10.52	72.86
Male	755	676	89.54	10.46	57.53
American Indian or Alaska Native	--	--	--	--	--
Asian	670	612	91.34	8.66	75.33
Black or African American	--	--	--	--	--
Filipino	65	61	93.85	6.15	71.67
Hispanic or Latino	301	256	85.05	14.95	38.34
Native Hawaiian or Pacific Islander	30	28	93.33	6.67	25.00
Two or More Races	147	131	89.12	10.88	72.09
White	250	221	88.40	11.60	65.60
English Learners	180	151	83.89	16.11	20.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	138	109	78.99	21.01	34.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	144	123	85.42	14.58	14.75

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1469	1357	92.38	7.62	59.41
Female	713	661	92.71	7.29	59.91
Male	754	695	92.18	7.82	58.87
American Indian or Alaska Native	--	--	--	--	--
Asian	669	636	95.07	4.93	75.47
Black or African American	--	--	--	--	--
Filipino	65	62	95.38	4.62	61.29
Hispanic or Latino	301	258	85.71	14.29	25.29
Native Hawaiian or Pacific Islander	30	26	86.67	13.33	15.38
Two or More Races	147	134	91.16	8.84	66.42
White	250	235	94.00		52.99
English Learners	180	163	90.56	9.44	24.54
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	116	84.67	15.33	26.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	144	121	84.03	15.97	20.66

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

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

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

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

