

Lomita Park Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 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

2022-23 District Contact Information

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

2022-23 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. Our school has students from all over the world from Africa, the Middle East, Asia, the South Pacific, South and Central America. Our families speak over 12 different languages at home. We embrace our diversity as a source of strength which prepares our students for the 21st Century global economy. In the 2022-23 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. We are also reinvigorating our Positive Behavior Intervention and Support (PBIS) program along with our Social Emotional Learning (SEL) instruction to support our students emotional well being and increase their ability to navigate social situations.

Lomita Park benefits from numerous community organizations including the Lions Club, the Millbrae Education Foundation, and the Peninsula Chinese Business Association with donations and exciting 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. Our after school ASES enrichment program run by Legarza Sports, made possible by an After School Education and Safety grant, supports many of our students and their families after school. The Legarza staff works collaboratively with the Lomita Park staff to promote and extend academic excellence and strong character values.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	49
Grade 2	50
Grade 3	51
Grade 4	41
Grade 5	44
Total Enrollment	299

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.0
Asian	14.4
Black or African American	2.3
Filipino	6.4
Hispanic or Latino	50.5
Native Hawaiian or Pacific Islander	6.4
Two or More Races	6.0
White	12.4
English Learners	40.1
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	52.5
Students with Disabilities	9.0

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

2020-21 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)	12.80	100.00	83.40	86.01	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.20	0.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.40	0.41	12115.80	4.41
Unknown	0.00	0.00	12.90	13.36	18854.30	6.86
Total Teaching Positions	12.80	100.00	97.00	100.00	274759.10	100.00

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.

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)						
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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
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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%

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 Ipads and/or Chromebooks. 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. While the school facility is well maintained through constant vigilance, the main building and support systems often need repairs. The lack of windows in the main building makes the classrooms less than appealing.

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. We hope to go for a bond measure in the near future.

Year and month of the most recent FIT report

8/2/2021

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			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	43	N/A	65	N/A	47
Mathematics (grades 3-8 and 11)	N/A	34	N/A	60	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	130	129	99.23	0.77	42.64
Female	68	67	98.53	1.47	49.25
Male	62	62	100.00	0.00	35.48
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	20	20	100.00	0.00	55.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	69	68	98.55	1.45	42.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	30.77
English Learners	53	52	98.11	1.89	17.31
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	45	44	97.78	2.22	25.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	11	11	100.00	0.00	45.45

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	130	125	96.15	3.85	33.60
Female	68	64	94.12	5.88	31.25
Male	62	61	98.39	1.61	36.07
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	20	20	100.00	0.00	55.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	69	67	97.10	2.90	25.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	16.67
English Learners	53	52	98.11	1.89	13.46
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	45	41	91.11	8.89	21.95
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	11	11	100.00	0.00	18.18

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	16.28	23.81	43.08	50.3	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	42	100	0	23.81
Female	26	26	100	0	26.92
Male	16	16	100	0	18.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	23	23	100	0	26.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100	0	5.88
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100	0	6.25
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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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
Grade 5	0	0	0	0	0

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.

2022-23 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.

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	321	308	104	33.8
Female	160	152	48	31.6
Male	161	156	56	35.9
American Indian or Alaska Native	1	1	1	100.0
Asian	47	44	6	13.6
Black or African American	7	7	5	71.4
Filipino	19	19	2	10.5
Hispanic or Latino	165	158	59	37.3
Native Hawaiian or Pacific Islander	19	19	11	57.9
Two or More Races	19	18	4	22.2
White	39	37	12	32.4
English Learners	128	123	44	35.8
Foster Youth	3	3	1	33.3
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	178	171	72	42.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	31	30	11	36.7

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	0.86	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 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

2022-23 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. The school grounds are monitored 15 minutes before and after school by administrators or designated staff.

Through our Positive Behavior Intervention and Support (PBIS) program, 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.

The City of Millbrae 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.

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	26		3	
1	27		2	
2	22		2	
3	24		2	
4	26		2	
5	18	1	1	
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	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	21	1	2	
1	25		2	
2	25		2	
3	25		2	
4	29		1	
5	28		1	
Other	15	1	1	

2021-22 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	996.67

2021-22 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$6,757	\$965	\$5,792	\$81,054
District	N/A	N/A	\$8,007	\$85,508
Percent Difference - School Site and District	N/A	N/A	-32.1	-5.3
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	-13.0	-4.3

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$55,035	\$51,591
Mid-Range Teacher Salary	\$83,328	\$79,620
Highest Teacher Salary	\$107,345	\$104,866
Average Principal Salary (Elementary)	\$135,148	\$131,473
Average Principal Salary (Middle)	\$137,507	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$209,100	\$205,661
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	6%	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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	