

Lomita Park Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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	Dr. Janeen Malatesta
Email Address	jmalatesta@millbraesd.org
School Website	https://www.millbraeschooldistrict.org/Domain/9
County-District-School (CDS) Code	6044226

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 the joy of learning. Our community is warm and welcoming. Our school has students from all over the world including Africa, the Middle East, Asia, the South Pacific, and 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 Happy Hall, made possible by an After School Education and Safety grant, supports many of our students and their families after school. The Happy Hall staff works collaboratively with the Lomita Park staff to promote and extend academic excellence and strong character values.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	57
Grade 1	56
Grade 2	45
Grade 3	48
Grade 4	49
Grade 5	38
Total Enrollment	293

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4%
Male	53.6%
Asian	16.4%
Black or African American	2%
Filipino	5.5%
Hispanic or Latino	49.1%
Native Hawaiian or Pacific Islander	6.8%
Two or More Races	6.5%
White	11.9%
English Learners	38.6%
Foster Youth	1%
Homeless	0.3%
Socioeconomically Disadvantaged	48.1%
Students with Disabilities	6.8%

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.

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)	11.80	98.33	73.40	87.38	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.19	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.70	4.44	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	1.67	2.40	2.89	11953.10	4.28
Unknown	0.00	0.00	3.40	4.08	15831.90	5.67
Total Teaching Positions	12.00	100.00	84.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.20
Total Out-of-Field Teachers	0.00	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023

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

Lomita Park 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 includes LCD projectors and document cameras. The custodians and district maintenance crew have set a goal of keeping every classroom and restroom 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. In 2023, new fencing was installed along with privacy screens. The playground was resurfaced and graphics painted for various games including basketball.

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 Merv13 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.

Year and month of the most recent FIT report

8/21/2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	43	27	65	62	47	46
Mathematics (grades 3-8 and 11)	34	34	60	61	33	34

2022-23 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	139	135	97.12	2.88	26.67
Female	65	62	95.38	4.62	35.48
Male	74	73	98.65	1.35	19.18
American Indian or Alaska Native	0	0	0	0	0
Asian	24	23	95.83	4.17	43.48
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	67	95.71	4.29	20.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	33.33
White	14	14	100.00	0.00	21.43
English Learners	47	43	91.49	8.51	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	72	98.63	1.37	12.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	6.67

2022-23 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	139	137	98.56	1.44	34.31
Female	65	63	96.92	3.08	38.10
Male	74	74	100.00	0.00	31.08
American Indian or Alaska Native	0	0	0	0	0
Asian	24	23	95.83	4.17	56.52
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	70	100.00	0.00	25.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	45.45
White	14	14	100.00	0.00	35.71
English Learners	47	46	97.87	2.13	13.04
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	71	97.26	2.74	26.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	20.00

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	23.81	23.68	50.30	50.77	29.47	30.29

2022-23 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	38	38	100.00	0.00	23.68
Female	17	17	100.00	0.00	23.53
Male	21	21	100.00	0.00	23.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	18	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	18	100.00	0.00	22.22
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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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
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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.

2023-24 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 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. Parents serve on governing committees such as the Title I Advisory Committee, ELAC, SSC, and PTA. Parents are encouraged to volunteer in the classrooms and may contribute to the Lomita Park After School Program. Parents are encouraged to attend school-sponsored parent education events held at Lomita Park. The parent education events are meant to engage parents, gather feedback, and provide ways to provide support to their student's education.

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, Dr. Janeen Malatesta, at (650) 588-5852 or via email jmalatesta@millbraesd.org

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	314	306	91	29.7
Female	146	142	37	26.1
Male	168	164	54	32.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	52	48	3	6.3
Black or African American	6	6	3	50.0
Filipino	18	18	4	22.2
Hispanic or Latino	153	150	57	38.0
Native Hawaiian or Pacific Islander	21	21	8	38.1
Two or More Races	20	20	3	15.0
White	38	37	10	27.0
English Learners	130	125	35	28.0
Foster Youth	3	3	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	160	157	52	33.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	26	26	6	23.1

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	0.86	1.21	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Emergency preparedness is a high priority for our school and 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 behavioral expectations that create a safe and joyful environment. Teachers regularly review the expectations for safe, respectful, and responsible behavior in school and on the playground. All 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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 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	976.67

2022-23 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	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$89,743
Percent Difference - School Site and District	N/A	N/A	-32.1	-5.3
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-13.0	-4.3

Fiscal Year 2022-23 Types of Services Funded

State and federal funds, including Title I funds, pay for our reading specialist teachers, and instructional aides. 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 Happy Hall.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$56,411	\$54,046
Mid-Range Teacher Salary	\$85,411	\$84,515
Highest Teacher Salary	\$110,029	\$110,867
Average Principal Salary (Elementary)	\$144,504	\$136,841
Average Principal Salary (Middle)	\$150,496	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$218,614	\$217,473
Percent of Budget for Teacher Salaries	33.19%	32.43%
Percent of Budget for Administrative Salaries	7.91%	5.62%

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 professional learning communities where teaching is focused on essential standards and regular formative assessments help to determine student needs in reaching the standard. The staff have a shortened day on Wednesdays to provide for teacher collaboration within a professional learning community. In addition, Lomita Park teachers attend professional development on Social Emotional Learning to provide support and resources in various areas of growth. Lomita Park teachers continue professional development opportunities throughout the year during staff meetings.

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4		