

# Lomita Park School

200 Santa Helena Ave • San Bruno, CA 94066 • 650-588-5852 • Grades K-5

Mrs. Christina Spicker, Principal

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<http://www.millbraeschooldistrict.org/2/Home>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### **Millbrae Elementary School District**

555 Richmond Dr.

Millbrae, CA 94030

(650) 697-5693

[www.millbraeschooldistrict.org](http://www.millbraeschooldistrict.org)

#### **District Governing Board**

Lynne Ferrario

**President**

Maggie Musa

**Vice President**

Frank Barbaro

**Clerk**

Denis Fama

D. Don Revelo

#### **District Administration**

Vahn Phayprasert

**Superintendent**

Claire Beltrami

**Assistant Superintendent of**

**Educational Services**

Maria Santa Cruz

**Chief Business Official**

Tara Keith

**Director of Student Services**

### **School Description**

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 vision includes eight essential outcomes. Students, through their efforts and with support of the whole school community, will become enthusiastic learners; problem solvers; critical, reflective, and creative thinkers; collaborative contributors; ethical community members; caring citizens; intelligent innovators; and dependable members of their professions. 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 the Mid-Peninsula Boys and Girls Club, made possible by an After School Education and Safety grant, that supports 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. Albert Einstein wrote, "It is the supreme art of the teacher to awaken joy in creative expression and knowledge." Come and visit Lomita Park School where knowledge, creative expression, and a love for learning take place every day.

## About the SARC

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

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

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	43
Grade 2	53
Grade 3	49
Grade 4	48
Grade 5	45
Total Enrollment	309

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
Asian	16.2
Filipino	5.5
Hispanic or Latino	53.7
Native Hawaiian or Pacific Islander	6.5
White	12
Two or More Races	3.6
Socioeconomically Disadvantaged	59.5
English Learners	44
Students with Disabilities	10
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Lomita Park School	17-18	18-19	19-20
With Full Credential	18	18	17.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Millbrae Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	117
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Lomita Park School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

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.

**Textbooks and Instructional Materials**

Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders - 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka Math - 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Harcourt/Mystery Science - 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin/Studies Weekly - 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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 has four student computers in addition to access to Ipads 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 despite the cutbacks, budget reductions, and decreased maintenance staff. 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.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: June, 2019

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	44	39	67	63	50	50
Math	31	36	60	58	38	39

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

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

### School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	143	137	95.80	38.69
Male	70	67	95.71	29.85
Female	73	70	95.89	47.14
Asian	19	17	89.47	58.82
Filipino	--	--	--	--
Hispanic or Latino	81	79	97.53	36.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	20	90.91	35.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	101	97	96.04	35.05
English Learners	75	72	96.00	31.94
Students with Disabilities	20	20	100.00	20.00

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.2	4.3	

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

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

#### School Year 2018-19 CAASPP Assessment Results - Mathematics

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	143	140	97.90	35.71
Male	70	69	98.57	33.33
Female	73	71	97.26	38.03
Asian	19	19	100.00	68.42
Filipino	--	--	--	--
Hispanic or Latino	81	80	98.77	26.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	20	90.91	35.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	101	99	98.02	25.25
English Learners	75	75	100.00	29.33
Students with Disabilities	20	20	100.00	15.00

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

Millbrae is supportive of its school system. Parents actively support Lomita Park in a variety of ways to help their children succeed. Parents give input and 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. They 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, Christina Spicker, at (650) 588-5852.

### 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.

### 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. 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 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. 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.0	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.5	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

\* 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25		3		21	1	2		24		3	
1	26		2		26		2		22		2	
2	23		2		26		2		27		2	
3	20	2			20	2			24		2	
4	30		1		22		2		22		2	
5	29		3		20	1	2		16	1	2	
Other**	2	1										

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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 the new curriculum and student wellness. This year, the district has focused on piloting new science program and implementing a Social Emotional Learning program. 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.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,004	\$49,378
Mid-Range Teacher Salary	\$77,759	\$77,190
Highest Teacher Salary	\$100,170	\$96,607
Average Principal Salary (ES)	\$123,064	\$122,074
Average Principal Salary (MS)	\$133,453	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$176,868	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	36%
Administrative Salaries	7%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,092	\$883	\$5,209	\$83,674
District	N/A	N/A	\$7,191	\$79,905.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-32.0	5.8
School Site/ State	-41.2	7.6

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

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

### Types of Services Funded

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 1 instructional aide and ELD Tutor lends support to challenged students. Our site benefits from having a Student Services Teacher On Special assignment here every day to assist with attendance, student behavior and wellness. The PTA raises funds for classroom supplies, field trips, library books, and special assemblies. A state grant supports our Mid-Peninsula Boys and Girls Club after school program.

**DataQuest**

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

**Internet Access**

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