Las Lomitas Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

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

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

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Las Lomitas Elementary School
Street	299 Alameda de las Pulgas
City, State, Zip	Atherton, CA 94027
Phone Number	(650) 854-5900
Principal	Alain Camou
Email Address	acamou@llesd.org
Website	http://ll-llesd-ca.schoolloop.com/
County-District-School (CDS) Code	41689576044127

Entity	Contact Information
District Name	Las Lomitas Elementary School District
Phone Number	(650) 854-2880
Superintendent	Dr. Beth Polito
Email Address	bpolito@llesd.org
Website	http://llesd-ca.schoolloop.com/

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

The Las Lomitas Elementary School District includes the western-most part of Atherton, an unincorporated section of San Mateo County between Atherton and Menlo Park, the western section of Menlo Park (Sharon Heights), a portion of Woodside, and the community of Ladera. Las Lomitas participates in the Voluntary Transfer Program and receives approximately five percent of its population from East Palo Alto and East Menlo Park. In 2018-19 there were 507 students in grades kindergarten through third grades. Las Lomitas parents attach an extremely high value to rigorous academic programs and positive social and emotional growth without sacrificing art, music, and physical education. The parent community is well established and provides strong support to the school by contributing time and other resources to help achieve our educational goals. The mission of Las Lomitas School is to provide a foundation, with an emphasis on math and literacy, for all students to achieve their maximum potential in order to become independent life-long learners and positive contributing members of society.

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

Grade Level	Number of Students
Kindergarten	116
Grade 1	107
Grade 2	137
Grade 3	141
Total Enrollment	501

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	21
Filipino	0.2
Hispanic or Latino	14
Native Hawaiian or Pacific Islander	0.2
White	50.3
Two or More Races	14.4
Socioeconomically Disadvantaged	7.4
English Learners	11
Students with Disabilities	12.4
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	45	40	40	92
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

Year and month in which data were collected: September 2015

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	current state adoptions in good condition	Yes	0
Mathematics	current state adoptions in good condition	Yes	0
Science	current state adoptions in good condition	Yes	0
History-Social Science	current state adoptions in good condition	Yes	0
Foreign Language	current state adoptions in good condition	Yes	0
Health	current state adoptions in good condition	Yes	0
Visual and Performing Arts	current state adoptions in good condition	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus has updated classrooms, multi-purpose room, a library/media center, and a two-story seven-classroom building. Seven additional portable classrooms were provided since 2008 to accommodate growing enrollment. Several playground enhancements were completed in 2011-2012, including additional handball walls, new kindergarten sandbox and resurfacing and striping the blacktop area. The District expanded the campus footprint with the acquisition of additional land in 2013. Master Plans were revised in Spring 2015 to provide permanent classrooms to replace all portable buildings. Construction of a new Kindergarten area was completed in August of 2018, including a new playground. Construction of additional classrooms and a new school office began in 2017 and is projected to be completed by Winter 2020. The district maintains a planned program ensuring ongoing maintenance functions are performed on a scheduled basis. The district also maintains a five-year plan for major repairs and capital improvements.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
   • Determination of repair status for systems listed
   • Description of any needed maintenance to ensure good repair
   • The year and month in which the data were collected
   • The overall rating

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

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	87	87	86	86	50	50
Mathematics (grades 3-8 and 11)	88	83	82	82	38	39

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	142	138	97.18	2.82	86.96
Male	77	75	97.40	2.60	88.00
Female	65	63	96.92	3.08	85.71
Black or African American					
American Indian or Alaska Native					
Asian	36	33	91.67	8.33	87.88
Filipino					
Hispanic or Latino	15	15	100.00	0.00	73.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	69	68	98.55	1.45	85.29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	21	21	100.00	0.00	100.00
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	17	16	94.12	5.88	68.75
Students with Disabilities	16	16	100.00	0.00	43.75
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	142	142	100.00	0.00	83.10
Male	77	77	100.00	0.00	85.71
Female	65	65	100.00	0.00	80.00
Black or African American					
American Indian or Alaska Native					
Asian	36	36	100.00	0.00	91.67
Filipino					
Hispanic or Latino	15	15	100.00	0.00	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	69	69	100.00	0.00	79.71
Two or More Races	21	21	100.00	0.00	95.24
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	17	17	100.00	0.00	58.82
Students with Disabilities	16	16	100.00	0.00	43.75
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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

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

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

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

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

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

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

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

• Pupil outcomes in the subject areas of physical education.

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

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parent and community involvement includes volunteering in the classroom, library, and nurse's room, as well as participation in the Parent Teacher Association, School Site Council, District English Language Advisory Committee and Las Lomitas Education Foundation. Parents support classroom instruction by volunteering to work with small groups or individual students, accompany students on field trips and assist with special projects. The Foundation raised $1,600,000 in 2018-2019 through their Annual Giving Campaign, Spring Auction, Fund-a-Need, eScrip, Business Partners, and Matching Gifts. These funds enhanced the educational efforts of the district and supported enrichment programs, non-mandated curriculum, and smaller class sizes.

The PTA manages their own website, hosted at https://laslomitaspta.com/. The PTA President may be contacted at president@llpta.org. The district Foundation manages their own website, hosted at http://llef.org/index.html, and the Foundation can be contacted via Dan Bergeron at danb@llef.org.

State Priority: School Climate

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

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

Suspensions and Expulsions

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

School Safety Plan (School Year 2019-20)

The School Safety Committee includes three teachers, two specialists and the assistant principal. They meet bi-monthly. The School Safety Plan is on record in the school office. It is reviewed and updated each winter at a School Site Council Meeting.

The School Safety Plan was last updated in August of 2019. It was last shared with faculty in September 2019. Key elements of the plan include Incident Command System (ICS) assignments for all staff members, job descriptions for all ICS positions, on and off-campus evacuation routes and assigned places for classes on campus in the event of an extended evacuation.

Regular monthly drills are held for evacuation, drop/cover/hold on, lockdown and disaster preparedness. A large storage container is provided by the district to store emergency supplies to support our emergency preparedness program. These supplies are inspected and updated annually or otherwise as needed.

To ensure student safety and to comply with state law, visitors to the school and volunteers in the classrooms sign in at the office and wear a visible badge. Students who are released early are only released to an authorized adult.

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.

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	11	12			9	12			10	12		
1	11	13			11	12			9	12		
2	10	13			10	14			10	14		
3	22		7		19	4	4		20	4	3	
Other**	7	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.

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

Title	Ratio
Academic Counselors*	626.3

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	1.0

*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.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,452	$2,426	$12,026	$114,723
District	N/A	N/A	$18,526	$105,639.00
Percent Difference - School Site and District	N/A	N/A	-42.6	3.1
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A	47.0	38.9

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

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

Types of Services Funded (Fiscal Year 2018-19)

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

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

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

Professional Development (Most Recent Three Years)

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

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

All teachers are required to identify goals for professional development at the start of the year. Staff development opportunities are provided to all staff throughout the year. There are many opportunities to attend conferences, workshops and trainings on teacher release time. Individual teachers also develop plans for summer coursework that is applicable to their professional development plan. Focus areas for professional development in 2018-2019 were Equity, Writer's Workshop, Reader's Workshop, Reading Recovery, ELD, Math, Co-Teaching, and integrating technology.