Lomita Park School

200 Santa Helena Ave • San Bruno, CA 94066 • 650-588-5852 • Grades K-5
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Millbrae Elementary School District

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District Governing Board

Frank Barbaro

Denis Fama

Lynne Ferrario

Maggie Musa

D. Don Revelo

District Administration

Vahn Phayprasert
Superintendent

Claire Beltrami
Assistant Superintendent of Educational Services

Richard Champion
Chief Business Official

Anita Allardice
Director of Special Education

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. We are particularly proud of being named a 2012 California Title 1 Academic Achievement School! This statewide award is given to a school that has made exemplary gains in academic achievement. Our school was the only school in San Mateo County awarded this honor. Our standards-based curriculum is enhanced with the Accelerated Reader and Accelerated Math programs. These computerbased programs were made possible by the amazing fund-raising efforts of the Lomita Park PTA. Our parents also work tirelessly to provide school assemblies, a wireless computer lab, 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, provides support to 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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	76
Grade 1	51
Grade 2	45
Grade 3	40
Grade 4	51
Grade 5	67
Total Enrollment	330

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0
Asian	13
Filipino	6.4
Hispanic or Latino	53
Native Hawaiian or Pacific Islander	6.4
White	16.1
Two or More Races	4.2
Socioeconomically Disadvantaged	56.1
English Learners	55.5
Students with Disabilities	7.9
Foster Youth	0.6

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			
Lomita Park School	15-16	16-17	17-18
With Full Credential	15	16	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Millbrae Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	116.2
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Lomita Park School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

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: January 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Wonders **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Eureka Math **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Harcourt **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Houghton Mifflin **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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. Through grants and PTA contributions, we now have a wireless computer lab with 32 computers. 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.In 2006–2007 a needs assessment was conducted. We conducted regular maintenance to ensure that heating and air conditioning operated throughout the school year and during the summer sessions. 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: 6/28/17				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/28/17				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	49	40	66	65	48	48
Math	36	34	60	61	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	61	64	76	71	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	24.6	13.8	4.6

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	44	44	100.0	63.6
Male	22	22	100.0	77.3
Female	22	22	100.0	50.0
Hispanic or Latino	21	21	100.0	71.4
Socioeconomically Disadvantaged	21	21	100.0	52.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2016-17 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	157	151	96.18	40.4
Male	70	68	97.14	35.29
Female	87	83	95.4	44.58
Black or African American	--	--	--	--
Asian	17	16	94.12	56.25
Filipino	--	--	--	--
Hispanic or Latino	83	82	98.8	35.37
Native Hawaiian or Pacific Islander	12	12	100	41.67
White	23	23	100	39.13
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	107	104	97.2	30.77
English Learners	101	95	94.06	37.89
Students with Disabilities	20	20	100	30
Foster Youth	--	--	--	--

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.

School Year 2016-17 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	157	157	100	33.76
Male	70	70	100	35.71
Female	87	87	100	32.18
Black or African American	--	--	--	--
Asian	17	17	100	52.94
Filipino	--	--	--	--
Hispanic or Latino	83	83	100	27.71
Native Hawaiian or Pacific Islander	12	12	100	58.33
White	23	23	100	43.48
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	107	107	100	28.97
English Learners	101	101	100	32.67
Students with Disabilities	20	20	100	45
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
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 engages 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			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	1.5	0.6
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.3	1.3	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	1	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Nurse	0.2

Academic Counselors and Other Support Staff at this School	
Speech/Language/Hearing Specialist	0.6
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)											
Grade	**Average Class Size**			**Number of Classrooms***							
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	20	24	23	1			2	2	3			
1	24	22	22				2	2	2			
2	24	21	19			1	2	2				
3	26	25	26				2	2	2			
4	28	31	32				2	2	2			
5	17	22	22	1			2	2	2			
Other			14			1			1			

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

Professional Development provided for Teachers

Millbrae School District teachers attend staff development before the school year begins and after the school year concludes. The topics of professional development are determined collaboratively by teachers and administration. Professional development during the year was focused around Lucy Caulkins Writer's Workshop and the new Wonders curriculum. This year, Millbrae School District contracted with San Mateo County of Education for writing professional development and coaching. Lomita Park teaching staff is also receiving support from California Reading and Literature Project in Wonders. 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 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$37,334	$47,034
Mid-Range Teacher Salary	$72,570	$73,126
Highest Teacher Salary	$93,485	$91,838
Average Principal Salary (ES)	$113,025	$116,119
Average Principal Salary (MS)	$126,412	$119,610
Average Principal Salary (HS)		$115,194
Superintendent Salary	$170,000	$178,388
Percent of District Budget		
Teacher Salaries	40%	37%
Administrative Salaries	8%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$4,803	$543	$4,260	$78,221
District	♦	♦	$6,337	$72,639
State	♦	♦	$6,574	$74,194
Percent Difference: School Site/District			-32.8	7.7
Percent Difference: School Site/ State			-35.2	5.4

* Cells with ♦ do not require data.

Types of Services Funded

State and federal funds, including Title I funds, pay for our reading specialist teacher. She works with individual and small groups of students who are not reading at grade level. The Title 1 instructional aide lends support to economically challenged students. 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 http://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.