

Las Lomitas Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



LAS LOMITAS

ELEMENTARY SCHOOL

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/fq/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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Las Lomitas Elementary School
Street	299 Alameda de las Pulgas Atherton, CA 94027
City, State, Zip	Atherton, CA 94027
Phone Number	(650) 854-5900
Principal	Alain Camou
Email Address	acamou@llesd.org
School Website	https://www.ll.llesd.org/
Grade Span	K-3
County-District-School (CDS) Code	41689576044127

2025-26 District Contact Information

District Name	Las Lomitas Elementary School District
Phone Number	(650) 854-2880
Superintendent	Erik Burmeister
Email Address	eburmeister@llesd.org
District Website	https://www.llesd.org/

2025-26 School Description and Mission Statement

Las Lomitas School is located in the town of Atherton in San Mateo County, California. It is one of two schools in the Las Lomitas Elementary School District and includes transitional kindergarten through grade three. Students who are promoted to grade four typically attend La Entrada Middle School in Menlo Park, California.

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 Tinsley Voluntary Transfer Program and receives approximately five percent of its population from East Palo Alto and East Menlo Park. In 2024-2025 there were 522 students in grades

2025-26 School Description and Mission Statement

transitional kindergarten through grade three. Las Lomitas parents attach an extremely high value to rigorous academic programs and positive social and emotional growth. 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. This creates little transiency in the student population as families who move into our district tend to stay. The mission of Las Lomitas School is to be a diverse and collaborative community that nurtures and inspires a sense of belonging and love of learning, where each child is known and valued for who they are and what they bring. More school information can be found at the Las Lomitas website at <https://www.ll.llesd.org/>.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	179
Grade 1	103
Grade 2	111
Grade 3	129
Total Enrollment	522

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
Asian	24.7
Black or African American	0.6
Filipino	0.6
Hispanic or Latino	17.8
Native Hawaiian or Pacific Islander	0.4
Two or More Races	13.8
White	42.1
English Learners	13.8
Socioeconomically Disadvantaged	5.4
Students with Disabilities	9.8

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.

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)	32.7	91.62	71.9	88.84	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0.3	0.41	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3	8.38	5.7	7.06	11953.1	4.28
Unknown/Incomplete/NA	0	0	2.9	3.67	15831.9	5.67
Total Teaching Positions	35.7	100	80.9	100	279044.8	100

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.

2022-23 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)	33	97.06	72.6	91.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.8	1.08	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	2.94	4.3	5.55	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1	1.26	11746.9	4.23
Unknown/Incomplete/NA	0	0	0.1	0.15	14303.8	5.15
Total Teaching Positions	34	100	79	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	34.6	94.54	68.8	85.65	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	5.46	10.4	12.98	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	1.1	1.37	13705.8	4.91
Total Teaching Positions	36.6	100	80.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	1	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	3.00	0	0
Total Out-of-Field Teachers	3.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	3.7
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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2025	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study for Teaching Reading and Writing, Elementary Series Heinemann, Teachers College Reading and Writing, 2024	0
Mathematics	think! Mathematics, SL Education, 2024	0
Science	TWIG Science TWIG Education, 2024	0
History-Social Science	K-5 California History-Social Science: myWorld Interactive SAAVAS Learning Company, 2023	0

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

School Facility Conditions and Planned Improvements

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 was completed by January 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. Modernization of older classrooms began on 3/1/21, and was completed in the Spring of 2024. Parking lot renovation and fencing/security improvements were completed Summer 2021. Three remaining portables were removed in Summer of 2024, and a portion of the blacktop was re-constructed and repaved. The two remaining portables on campus are expected to be removed Summer of 2026, with a reconstruction/repaving of all remaining blacktop at that time.

Year and month of the most recent FIT report	12/2025
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School Facility Conditions and Planned Improvements

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	79	81	84	83	47	48
Mathematics (grades 3-8 and 11)	81	87	83	83	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	126	125	99.21	0.79	80.80
Female	60	60	100.00	0.00	85.00
Male	66	65	98.48	1.52	76.92
American Indian or Alaska Native	0	0	0	0	0
Asian	36	35	97.22	2.78	85.71
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	23	23	100.00	0.00	56.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	89.47
White	47	47	100.00	0.00	85.11
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	47.06

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	126	126	100.00	0.00	87.30
Female	60	60	100.00	0.00	88.33
Male	66	66	100.00	0.00	86.36
American Indian or Alaska Native	0	0	0	0	0
Asian	36	36	100.00	0.00	97.22
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	23	23	100.00	0.00	56.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	94.74
White	47	47	100.00	0.00	91.49
English Learners	11	11	100.00	0.00	45.45
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	47.06

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)			69.33	68.07	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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.

2025-26 Opportunities for Parental Involvement

Our parent-volunteer involvement includes classroom and library support, Physical Education classes, field trips, and participation in the Parent Teacher Association, School Site Council, District English Language Advisory Committee, and Las Lomitas Education Foundation. The Foundation raises funds 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.org>. The PTA President may be contacted at president@llpta.org. The district Foundation manages their own website, hosted at <http://llef.org>, and the Foundation can be contacted via Dan Bergeron at danb@llef.org.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	552	550	18	3.3
Female	261	260	6	2.3
Male	291	290	12	4.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	142	142	2	1.4
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	96	95	4	4.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	78	78	0	0.0
White	228	227	10	4.4
English Learners	93	93	3	3.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	32	31	3	9.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	72	71	6	8.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.17	0	1.08	0.58	0.84	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The School Safety Committee, which meets monthly throughout the year, includes faculty members with agendas facilitated by site administration. The School Safety Plan is on record in the school office and in each classroom inside a red emergency bag. It is updated and reviewed each spring at a School Site Council Meeting. The school follows the San Mateo County Office of Education Big Five protocols and drills are practiced monthly. Officers from the Atherton Police Department visit the school regularly. Communication around these efforts go out to staff and families of Las Lomitas frequently. The monthly drills mentioned above are held for evacuation, drop/cover/hold on, 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.

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.

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	20	4	4	0
1	22	1	5	0
2	23	0	6	0
3	21	3	3	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	2	3	0
1	22	0	5	0
2	22	0	6	0
3	20	5	2	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22		5	
1	21	2	3	
2	22	1	4	
3	22		6	

2024-25 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	567

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$18,424.32	\$2,548.70	\$15,875.62	\$153,209.00
District	N/A	N/A	\$21,764.31	\$161,224
Percent Difference - School Site and District	N/A	N/A	-31.3	-5.1
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	35.0	41.9

Fiscal Year 2024-25 Types of Services Funded

With our funding resources, schools are provided with essential instructional resources to support teachers and staff to meet various student needs. We have support teachers for English Language Development, Reading, and Math. We have Physical Education, Music Teachers, and Reading Teacher/District 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. Funds raised by the Las Lomitas Foundation and through parent donation supplement student field trips, enrichment, lower class sizes, and supplies.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$76,313	\$61,516
Mid-Range Teacher Salary	\$130,037	\$95,479
Highest Teacher Salary	\$153,541	\$125,208
Average Principal Salary (Elementary)	\$210,035	\$152,668
Average Principal Salary (Middle)	\$162,766	\$156,487
Average Principal Salary (High)	NA	\$165,427
Superintendent Salary	\$335,554	\$242,781
Percent of Budget for Teacher Salaries	32.37%	29.76%
Percent of Budget for Administrative Salaries	7.14%	5.74%

Professional Development

The teachers, assistant principal, 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 and staff meetings, district-wide curriculum planning meetings, School Site Council, and other committee meetings. Support for teachers at LL include veteran teachers mentoring new teachers, staff development opportunities as a group and release time to work together with the new material and strategies to initiate implementation. Teachers are also encouraged to observe colleagues and teachers at Las Lomitas and in other schools. In addition, the District offers training workshops and technology classes throughout the year and during the summer.

All tenured teachers must identify professional development goals at the start of the year. Staff development opportunities are provided to all staff throughout the year. In addition, there are many opportunities to attend conferences, workshops, and training on teacher release time. Individual teachers also develop summer coursework plans that apply to their professional development plans. PD in 2024-25 continued to focus on DEIAB, including Equity Walks, in addition to Universal Design for Learning, and phonics. For 2025-2026, the PD focus is centered on Achievement Teams by organizing the Wednesday meetings into First-Best Instruction and Student Outcomes. We have also engaged with CORE Learning to support our transition to structured literacy. The district also created several Design Teams, including Literacy, Math, and Wellness to build district wide vision in these areas.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5