

Los Padres Elementary School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Los Padres Elementary School
Street	1130 John St.
City, State, Zip	Salinas, CA 93905
Phone Number	(831) 753-5630
Principal	Linda Barrera
Email Address	lbarrera@@salinascity.k12.ca.us
School Website	https://www.salinascityesd.org/los-padres
County-District-School (CDS) Code	27-66142-6026561

2023-24 District Contact Information

District Name	Salinas City Elementary School District
Phone Number	(831) 753-5600
Superintendent	Dr. Rebeca Andrade
Email Address	randrade@salinascity.k12.ca.us
District Website	www.salinascityesd.org

2023-24 School Description and Mission Statement

PRINCIPAL'S MESSAGE/SCHOOL DESCRIPTION:

Bienvenidos - Welcome to Los Padres School, home of the Panthers! We were the first Dual Immersion school to be established in Salinas, CA over 20 years ago!

We are a Title 1 school that proudly serves 670 students in both Dual Immersion (DI) and Structure English Immersion English (SEI) classes from Transitional Kinder (TK) through sixth grade.

Approximately 71% of our students are English Learners, 100%Hispanic and 71% of our student population is considered Socio-economically Disadvantaged. There is 1 (SEI) classroom per grade level in TK-6th and the other are TK-6th grade classrooms are Dual immersion, who follow the 90-10 language model. We also host one state preschool on-site. The Los Padres staff provides students with a rigorous and engaging curriculum, extended learning time, small group instruction, and targeted academic intervention programs in both languages, that are designed to meet the diverse needs of all students. Teachers and staff use a variety of teaching strategies and assessment information to review instructional practices and adjust accordingly to ensure that we are meeting the academic needs of our students. Our stable, talented and devoted teaching staff is ready to work with you and your child to provide engaging and responsive experiences at school.

Enrichment is also a priority. Traditional and ongoing activities include strong cultural events such as our Winter Festival (Posada), Day of the Child Carnival and Ballet Folklorico group performances throughout the community. Yearly popular student sport teams include flag football, volleyball and soccer. Post Pandemic, we have brought back our Student Leadership Team and Student Peer Mediators.

At Los Padres, we believe that a positive school culture and a strong partnership between home and school is vital for success. You will often see our Principal and Vice Principal warmly welcoming our students, staff and families in the front of the school every morning! Newsletters, telephone messages, a strong School Site Council and English Learner Advisory Committee, Parent Group, and Parent-centered workshops and events are a few examples of our commitment to fostering meaningful communication between the home and school. If you are looking for a successful Dual Immersion program for your child with sturdy parent involvement, rigorous instruction and enriching student engagement then you have come to the right school!

Linda Barrera, Principal

2023-24 School Description and Mission Statement

MISSION STATEMENT:

Students at Los Padres School are reminded daily that their number one job at school is to be: Respectful, Responsible, & Ready to Learn. We believe that character + academics + effort = success!

MAJOR ACHIEVEMENTS:

2023-24:

- Highest Attendance Rate in the District
- Student Enrollment is stable
- No Teacher Roll-over
- PBIS Platinum Status

FOCUS FOR IMPROVEMENT:

As with most schools in our district, we have three main goals: to provide rigorous instruction, maintain a positive school culture and climate, and increase parent participation. We emphasize English language development and academic vocabulary instruction in both languages to ensure student success.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	99
Grade 2	97
Grade 3	88
Grade 4	85
Grade 5	101
Grade 6	100
Total Enrollment	683

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7%
Male	52.3%
American Indian or Alaska Native	0.7%
Filipino	0.1%
Hispanic or Latino	98.4%
Two or More Races	0.1%
White	0.3%
English Learners	67.1%
Homeless	48.9%
Migrant	10.7%
Socioeconomically Disadvantaged	88.6%
Students with Disabilities	4.8%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.00	87.50	320.40	86.97	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.13	10.00	2.71	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	21.00	5.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	6.25	11.00	2.99	12115.80	4.41
Unknown	1.00	3.13	6.00	1.63	18854.30	6.86
Total Teaching Positions	32.00	100.00	368.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.00	93.10	312.50	83.44	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.45	5.00	1.34	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.45	47.00	12.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.00	2.14	11953.10	4.28
Unknown	0.00	0.00	2.00	0.53	15831.90	5.67
Total Teaching Positions	29.00	100.00	374.50	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	2.00	0.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.1	0

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

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Salinas City Elementary School District has made every effort to comply with the Instructional Quality Commission of the California State Board of Education. Curriculum frameworks have provided guidance for implementing the content standards adopted by the state and the district. Approved supplemental materials have also been provided for school sites to support instructional differentiation and the Response to Intervention program model.

Year and month in which the data were collected	August 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Mathematics	Eureka Math, Great Minds, 2015 (English) / April 13, 2015 Eureka Math, Great Minds, 2016 (Spanish) / October 10, 2016	Yes	0%
Science	National Geographic Learning - Cengage 2022	Yes	0%
History-Social Science	SAVVASS, My World Interactive, K-6, 2019	Yes	0%
Foreign Language	Benchmark Adelante February 13, 2017	Yes	0%
Health	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	Yes	0%
Visual and Performing Arts	Silver Burdett, Music, K-6	Yes	0%

School Facility Conditions and Planned Improvements

School office reconfiguration with improved office features to accommodate student, parent and staff needs, completed in 2021-22. School safety security gate were installed in the front of the school in the 2022-23 school year. Roof replacement project scheduled for the 2023-24 school year.

Year and month of the most recent FIT report 03/10/2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	29	27	26	24	47	46
Mathematics (grades 3-8 and 11)	24	26	20	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	377	375	99.47	0.53	26.67
Female	178	178	100.00	0.00	28.09
Male	199	197	98.99	1.01	25.38
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	374	372	99.47	0.53	26.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	221	219	99.10	0.90	8.22
Foster Youth	0	0	0	0	0
Homeless	175	173	98.86	1.14	20.81
Military	0	0	0	0	0
Socioeconomically Disadvantaged	331	329	99.40	0.60	24.01
Students Receiving Migrant Education Services	33	33	100.00	0.00	21.21
Students with Disabilities	20	20	100.00	0.00	0.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	377	377	100.00	0.00	26.26
Female	178	178	100.00	0.00	23.03
Male	199	199	100.00	0.00	29.15
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	374	374	100.00	0.00	26.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	222	222	100.00	0.00	11.26
Foster Youth	0	0	0	0	0
Homeless	176	176	100.00	0.00	24.43
Military	0	0	0	0	0
Socioeconomically Disadvantaged	331	331	100.00	0.00	25.08
Students Receiving Migrant Education Services	33	33	100.00	0.00	24.24
Students with Disabilities	20	20	100.00	0.00	10.00

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	8.91	5.83	12.58	14.08	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	103	100.00	0.00	5.83
Female	51	51	100.00	0.00	3.92
Male	52	52	100.00	0.00	7.69
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	103	103	100.00	0.00	5.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	62	62	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	42	42	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	92	92	100.00	0.00	4.35
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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99.0	99.0	99.0	99.0	99.0

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Los Padres prides itself on a welcoming and inclusive community where parents are invited and encouraged to attend a variety of school-related events. We know that our families are integral in the success we have as a school community and are committed to having parents be involved in the following ways:

- * School Site Council (SSC), which works with administration to help plan for academic improvement and to make financial decisions on programs provided by special-purpose funds.
- * English Learner Advisory Committee (ELAC), which is a committee consisting of 9 parents who represent our English learners and provides input to our School Site Council.
- * We encourage all parents to attend Back to School Night in the Fall, Parent Teachers conferences in November and March as well as Open House in the Spring.
- * We have to highest numbers of parents who attend the District's Parent Leadership Conference.
- * The Parent Teacher Club (PTC), which funds and supports many school events, activities & fundraisers such as the Winter Fest (Posada) and Day of the Child Carnival.
- * We have parents who chaperone field trips, sometimes overnight, and volunteer in classrooms daily.
- * Invited to Family Literacy Night, Science and Family Math Festivals.
- * Invited to celebrate the success of their children at Trimester Awards Assemblies, Kinder & 6th grade promotions and EL Reclassification Ceremony.
- * Maintain regular communication with school staff
- * Consistent check-in on Parent Square for updates and information.

Through the leadership of our full-time Parent Coordinator who has a passion for parent and community involvement, we are also able to provide a variety of engagement opportunities for our parents and community members minimally twice a week. With Title I Parent Involvement funding we provide parents opportunities to attend weekly coffee klatches, and a variety of training & workshops throughout the school year.

All of these activities provide multiple opportunities for parents to actively participate in the education of their children and foster a strong home-school relationship. Studies have consistently demonstrated that students with involved parents tend to perform better academically and are more likely to attend school regularly which is evident in our Attendance data!

To inquire about any of the opportunities noted above or other opportunities to engage in your child's education, please contact our Parent Coordinator, Mrs. Ali Chavez, at (831)753-5630 extension 1820.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	710	701	122	17.4
Female	345	339	59	17.4
Male	365	362	63	17.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0

Filipino	1	1	1	100.0
Hispanic or Latino	699	690	118	17.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	2	2	2	100.0
English Learners	506	499	70	14.0
Foster Youth	0	0	0	0.0
Homeless	351	343	60	17.5
Socioeconomically Disadvantaged	631	622	113	18.2
Students Receiving Migrant Education Services	72	72	16	22.2
Students with Disabilities	42	41	13	31.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.66	1.81	1.13	0.15	2.31	1.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.13	0
Female	1.45	0
Male	0.82	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.14	0

Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.19	0
Foster Youth	0	0
Homeless	1.99	0
Socioeconomically Disadvantaged	1.27	0
Students Receiving Migrant Education Services	1.39	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Los Padres is a closed-campus in which access controlled gates are closed promptly at 8:00 a.m. when instruction begins. An additional electronic gate was added to the site to ensure the safety of our students and staff. As well as additional lights around campus. Visitors are required to sign in at the school office and obtain a visitor's pass to wear. Staff members report anyone without a pass to the school office. Discipline and safety procedures are reviewed at the the beginning of the year and continuously with the staff and students throughout the school year.

Playground rules are reviewed with students to ensure safety on the campus. An additional full-time Campus supervisor was funded this year to monitor all school walkways during the school day. An additional morning Campus supervisor was also funded to support student supervision at school arrival. Students may be on campus 30 minutes prior to the start of instruction to have breakfast. A cross guard is also available 30 minutes before instruction begins and 30 min. after student dismissal. We have a 1:40 ratio of Lunch duty Campus supervisors to students who are present to prevent dangerous situations from occurring and promote desired student behavior on the playground during our staggered lunch block. Often the ratio adult to student ratio improves regularly when the Principal and Vice-Principal provide supervision. Yard duty supervisors use walkie-talkies to communicate with the office and/or administration from the playground. Additional walkie talkie were purchase to ensure communication with our Para-professionals who are also called on to support student supervision. There is an intercom system and intercom telephones located in each classroom and improved door hardware allows teachers to lock any door on our campus from the inside. The school Administration frequently collaborates with the Lunch Duty Campus Supervisors to Check-In, develop and address any situations.

The School Safety Plan is reviewed and revised on an annual basis by the school administration and district administration and approved by School Site Council. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The plan is available in our school office and is shared with all staff during a staff meeting. Los Padres annually participates in the state-wide "California Shake-Out "Drill. We conduct the following emergency response drills at regularly throughout the school year. Fire drills are conducted monthly (after school programs, 3 times annually); lockdown & shelter-in-place are conducted twice (after school programs 2 times annually). We share and review safety procedures/concerns at staff meetings.

Every year, the district's transportation department visits our site to review bus evacuation procedures with all of our students, including pre-school.

The district's Registered Nurse and LVN are on our campus often and communicates with the Health Tech, Office staff and Administration on health updates and procedures. We are looking forward to having all of our Certificated Staff certified in CPR and 1st Aide by March 2024.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		4	
1	23		4	
2	24		4	
3	23		5	
4	27		4	
5	27		4	
6	27		4	
Other	12	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		4	
1	25		4	
2	22		4	
3	22	1	3	
4	21	1	4	
5	26		4	
6	26		4	

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	23	1	4	0
1	25	0	4	0
2	19	1	4	0
3	22	1	3	0
4	28	0	3	0
5	20	2	3	0
6	25	1	3	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	683

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8217	415	7802	78859.37
District	N/A	N/A	8220	\$77,664
Percent Difference - School Site and District	N/A	N/A	-5.2	1.6
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-8.5	-10.1

Fiscal Year 2022-23 Types of Services Funded

DISTRICT - FUNDED SERVICES:

District funded services provide opportunities to support all students to master grade level standards in English Language Arts and Mathematics. District funding also supports the Social Emotional Wellbeing of all students. Priorities include differentiated instruction, with the implementation of a variety of meaningful educational learning experience and highly qualified staff.

District-Funded Services for the 2023-2024 School Year include:

1. Extended School Year (ESY)

Fiscal Year 2022-23 Types of Services Funded

2. ASES/BEST after school program
2. Jump Into English - After school and summer programs
3. Jump Into Math - After school and summer programs
4. Music (YOSAL)
5. Spring language academy
6. Visual and performing Arts through Monterey County Arts Council
7. Online supplements programs such as Dreambox Lexia, Renaissance Learning, Typing Club, etc.
8. Mental Health Counselor at each site
9. Psychologist at each site
10. Educational Technology Coach at each site
11. Vice Principal at each site, ,
12. Academic enrichment fieldtrips
13. MTSS Coach
14. Academic Coach
15. School Psychologist
16. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
17. Occupational Therapists
18. Behavior Technicians
19. Family Resource Center Resources
20. Nutritious Meals
21. Grade Level Release Teacher

District-Funded Services for the 2022-2023 School Year included:

1. Extended School Year (ESY)
2. ASES/BEST after school program
3. Jump Into English - After school and summer programs
4. Jump Into Math - After school and summer programs
4. Music (YOSAL)
5. Spring language academy
6. Visual and performing Arts through Monterey County Arts Council
7. Online supplements programs such as Dreambox Lexia, Renaissance Learning, Typing Club, etc.
8. Vice Principal at each site, ,
9. Academic enrichment fieldtrips
10. MTSS Coach
11. Academic Coach
12. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
13. Family Resource Center - Resources
14. Olweus - Bullying Prevention Program
15. Grade level Release Teachers

SITE-FUNDED SERVICES:

Site-Funded Services for the 2023-2024 school year:

1. Sticks and Stones counselor
2. Drama club
3. Ballet Folklorico
4. After school sports, with additional coach
5. After school academic interventions
6. Full time campus supervisor to promote student safety and well being
7. Additional hours for a Health Tech to provide health services for students
8. Library Tech - Additional hours - Provide additional time for students to access literature
9. Two additional Para- Educators to support small group instruction based on student needs in grades K-6.
10. Family Literacy Night to encourage parent involvement
11. Career Day to inspire students for Higher learning
12. PBIS Store to promote positive student behavior and increase climate & culture
13. Student Leadership team to provide student input on school decisions and increase climate & culture
14. Teacher Leadership Team to support school-wide decisions
15. Newcomer Support

Site-Funded Services for the 2022-2023 school year included:

Fiscal Year 2022-23 Types of Services Funded

1. Hired additional Sticks and Stones
2. Ballet Folklorico - to increase student engagement
3. Drama club - to increase student engagement
4. Full time campus supervisor to promote student safety and well being
5. Additional hours for a Health Tech to provide health services for students
6. Library Tech - Additional hours - Provide additional time for students to access literature
7. Two additional Para- Educators to support small group instruction based on student needs in grades K-6.
8. Family Literacy Night to encourage parent involvement
9. Career Day to inspire students for Higher learning
10. PBIS Store to promote positive student behavior and increase climate & culture
11. Student Leadership team to provide student input on school decisions and increase climate & culture
12. Teacher Leadership Team to support school-wide decisions
13. Newcomer Support

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,882	\$54,215
Mid-Range Teacher Salary	\$78,477	\$86,843
Highest Teacher Salary	\$99,569	\$111,440
Average Principal Salary (Elementary)	\$115,276	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$231,680	\$252,466
Percent of Budget for Teacher Salaries	25.5%	33.16%
Percent of Budget for Administrative Salaries	4.55%	5.15%

Professional Development

DISTRICT-PROVIDED PROFESSIONAL DEVELOPMENT:

The major theme of professional development is to improve Tier I services for all students. The primary focus is to strengthen the Instructional Core, build meaningful relationships between staff and students, and provide continuous learning opportunities for teachers to enhance the skills necessary to provide optimal learning experiences for all students.

District Professional Development for the 2023-2024 School Year:

1. ViewSonic - Level 2
2. Thinking Maps
3. Leading an Inclusive Classroom
4. High Impact Reading Comprehension Strategies
5. Social Thinking - Curriculum
6. ELD - Cross Linguistic Training
7. Observation Protocol for Teachers of English Learners (OPTTEL) Training
8. SIPPS Training

District Provided Professional Development for the 2022-2023 School Year:

1. Science of Reading (Early Literacy)
2. Eureka Math (all grade levels)
3. Cengage Science Curriculum training

Professional Development

4. Universal Design Learning
5. Thinking Maps
6. Guided Language Acquisition Design (GLAD)
7. Classroom Management
8. View-sonic Smart Board
9. Classroom management, lesson presentation, engagement, lesson creation, and organization
10. Keenan & Associates training: Sexual Harassment Child Abuse McKinney-Vento
11. Universal Design for Learning (UDL) - Tier II Supports
12. WestED -Collaborative Continuous Improvement Teams (CCITs)
13. Safety Care training
14. Alert, Lockdown, Inform, Counter, Evacuate (ALICE) Emergency Response
15. PlayWorks and behavioral supports
16. Sondag Training,
17. Confidentiality/Communication/Ethics/Professionalism, Intervention Program Training
18. Active Supervision -Relationship Building with students (recognize the signs/proactive approaches)
19. De-escalation training
20. Creating Inclusive/ Safe Learning Spaces
21. Restorative Practices / Conflict resolution
22. MTSS/PBIS (Interventions, Language, systems, etc.)
23. Clever/Illuminate, AERIES
24. Benchmark Universe

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

The Los Padres Teaching staff is given multiple opportunities to grow professionally. All professional learning opportunities are focused on evidence-based practices aligned with our district's instructional core curriculum. Site-based professional learning is determined by the needs of our school. The major areas of staff development are in Common Core Standards for Language Arts, ELD, Math, the PDSA data cycle and PBIS. Each month, teachers are provided with 2-3 opportunities for grade-level collaboration on Early Release Thursdays, where teachers analyze data, plan, and share best practices to improve pedagogy within their grade level. In addition, teachers have 1-2 hours of paid time per month to collaborate as a grade level. Below is a list of some of our professional development.

For the 2023-2024 school year, Los Padres Elementary staff is participating in the following professional development:

1. 1st Aide/CPR for classified and certificated staff
2. ATDLE conference, June 2024
3. CABE conference, March 2024
4. Kinder Team will be presenting at CALSA, February 2024
5. Positive Mind set coach for parents, students and teacher all year long.
6. Restorative Justice Training for parents, students and staff all year long with a focus on students being Peer Mediators.
7. Additional ELD training by Benchmark Curriculum
8. School-wide PDSA implementation
9. Leadership Team where 1 teacher from every grade-level provides input and supports school-wide decision making.

For the 2022-2023 school year, Los Padres Elementary staff is participated in the following professional development:

1. Teacher collaboration
2. ATDLE, June 2023
3. Positive Mind Set - Social Emotional Learning to support teachers, students and parents
4. Restorative Justice training for parents students and staff all year long.
5. Staff retreat to strengthen school community, culture, trust and the work environment
6. RTI conference - How to systematically respond when students do not learn.
7. West Ed ML Grant
8. School-wide PDSA Implementation
9. Leadership Team where 1 teacher from every grade-level provides input and supports school-wide decision making.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	4