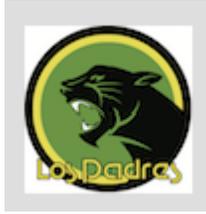# Los Padres Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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/.

2024-25 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@@salinascityesd.org
School Website	https://www.salinascityesd.org/los-padres
Grade Span	K-6
County-District-School (CDS) Code	27-66142-6026561

2024-25 District Contact Information

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

2024-25 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 621 students in both Dual Immersion (DI) and Structured English Immersion English (SEI) classes from Transitional Kinder (TK) through sixth grade.

Approximately 71% of our students are English Learners, 99%Hispanic and 71% of our student population is considered Socio-

2024-25 School Description and Mission Statement

economically Disadvantaged. There is 1 (SEI) classroom per grade level in K-6th and the other 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. We are unique in that have zero to minimal roll-over in our staff. Our stable, talented and devoted teaching staff is ready to work with you and your child to provide engaging 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 basketball. Post Pandemic, we have brought back our Teacher Leadership and Student Leadership Teams. Our students truly enjoy being at Los Padres as evident in our attendance rate of 97%, highest in the the District!

At Los Padres, we believe that a positive school culture and a strong partnership between home and school is vital for success. We are consistent with our Restorative Justice Practices and have one of the lowest suspension rates in the District. We have consistent PBIS Teams and have achieved Platinum Status two years in a row! 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, Parent Square notifications, 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

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:
2024-25:
* Highest Attendance Rate in the District
* 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	89
Grade 2	103
Grade 3	91
Grade 4	89
Grade 5	85
Grade 6	103
Total Enrollment	676

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	0.7
Hispanic or Latino	98.1
Two or More Races	0.3
White	0.1
English Learners	70.9
Homeless	51
Migrant	8.3
Socioeconomically Disadvantaged	88.3
Students with Disabilities	6.4

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/Incomplete/NA	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/Incomplete/NA	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

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)	28.00	94.92	319.00	81.94	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	13.00	3.34	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	1.69	42.30	10.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.39	6.00	1.54	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	9.00	2.31	14303.80	5.15
Total Teaching Positions	29.50	100.00	389.30	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	0.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	2.00	0.00	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	2.00	0.00	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	3.4	3.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.10	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.

2024-25 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 2024

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%

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

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	05/01/2024

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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	27	23	24	25	46	47
Mathematics (grades 3-8 and 11)	26	23	22	22	34	35

2023-24 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	370	368	99.46	0.54	22.55
Female	183	182	99.45	0.55	24.18
Male	187	186	99.47	0.53	20.97
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	368	366	99.46	0.54	22.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	216	215	99.54	0.46	6.05
Foster Youth	0	0	0	0	0
Homeless	199	199	100.00	0.00	17.59
Military	0	0	0	0	0
Socioeconomically Disadvantaged	328	326	99.39	0.61	20.25
Students Receiving Migrant Education Services	30	30	100.00	0.00	13.33
Students with Disabilities	20	20	100.00	0.00	0.00

2023-24 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	369	367	99.46	0.54	22.89
Female	183	181	98.91	1.09	17.68
Male	186	186	100.00	0.00	27.96
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	367	365	99.46	0.54	23.01
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	215	214	99.53	0.47	10.75
Foster Youth	0	0	0	0	0
Homeless	199	198	99.50	0.50	20.71
Military	0	0	0	0	0
Socioeconomically Disadvantaged	327	325	99.39	0.61	22.15
Students Receiving Migrant Education Services	30	30	100.00	0.00	23.33
Students with Disabilities	20	20	100.00	0.00	0.00

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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	5.83	15.12	14.08	15.30	30.29	30.73

2023-24 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	86	86	100.00	0.00	15.12
Female	45	45	100.00	0.00	11.11
Male	41	41	100.00	0.00	19.51
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	85	85	100.00	0.00	15.29
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	48	48	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	49	49	100.00	0.00	12.24
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	76	100.00	0.00	13.16
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.

2023-24 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 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	98%	99%	99%	86%	99%

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.

2024-25 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 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 a high numbers of parents who attend the District's Parent Leadership Conferences.
* 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.
* Participate in yearly Parent Surveys.

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 (cafecitos), 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	706	692	55	7.9
Female	356	350	33	9.4
Male	350	342	22	6.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	692	678	54	8.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	500	494	30	6.1
Foster Youth	--	--	--	--
Homeless	369	358	37	10.3
Socioeconomically Disadvantaged	627	615	52	8.5
Students Receiving Migrant Education Services	62	61	4	6.6
Students with Disabilities	58	58	8	13.8

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 and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.81	1.13	0.57	2.31	1.81	1.89	3.17	3.6	3.28
Expulsions	0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.57	0.00
Female	0.00	0.00
Male	1.14	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	0.58	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	0.80	0.00
Foster Youth	0.00	0.00
Homeless	0.81	0.00
Socioeconomically Disadvantaged	0.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.72	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.

2024-25 School Safety Plan

Los Padres is a closed-campus in which electronic 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. Big 5 Training was presented to All staff members including our extended learning partners. A briefer version of the Big 5 practices was also presented to parents at a Coffee Klatch with the Principal.

Playground rules are reviewed with students to ensure safety on the campus. This school year, we contracted with SWEAT III to have 2 recess coaches twice a week to play with students ensure that they are included, participating and following the game rules. SWEAT III also provides Mindset & Socio Emotional Learning workshops to our 6th graders, Student Leadership Team and Staff.
1.5 Campus supervisors are funded to monitor all school walkways during the entire 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 15 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 talkies 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

2024-25 School Safety Plan

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 Comprehensive 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 practice drills, 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.

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.

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	
1	25		4	
2	19	1	4	
3	22	1	3	
4	28		3	
5	20	2	3	
6	25	1	3	

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	22	1	3	
1	22		4	
2	26		4	
3	23		4	
4	30		3	
5	28		3	
6	21	3	2	

2023-24 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	676

2023-24 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	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$87,565
Percent Difference - School Site and District	N/A	N/A	-5.2	-10.5
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	-32.0	-19.9

Fiscal Year 2023-24 Types of Services Funded

SITE-FUNDED SERVICES:
Site-Funded Services for the 2024-2025 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. 1.5 campus supervisors to promote student safety and well being
7. Additional hours for a Health Tech to provide health services for students
8. Two additional Para- Educators to support small group instruction based on student needs in grades K-6.
9.Family Literacy Night to encourage parent involvement
10. Career Day to inspire students for College & Career
11. PBIS Store to promote positive student behavior and increase climate & culture
12. Student Leadership team to provide student input on school decisions regarding Academic Achievement
13. Teacher Leadership Team to support school-wide decisions
14. Newcomer Support

Fiscal Year 2023-24 Types of Services Funded

15. RIF books for all students twice a year.

Site-Funded Services for the 2023-2024 school year included:
1. Hired additional Sticks and Stones Counselor
2. Ballet Folklorico - to increase student engagement and enrichment
3. Drama club - to increase student engagement and enrichment
4. 1.5 campus supervisor to promote student safety and well being
5. Additional hours for a Health Tech to provide health services for students
6. Two additional Para- Educators to support small group instruction based on student needs in grades K-6.
7. Family Literacy Night to encourage parent involvement
8. Career Day to inspire students for Higher learning
9. PBIS Store to promote positive student behavior and increase climate & culture
10. Student Leadership team to provide student input on school decisions and increase climate & culture
11. Teacher Leadership Team to support school-wide decisions
12. Newcomer Support

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 2024-2025 School Year include:
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
5. Music (YOSAL)
6. Visual and performing Arts through Monterey County Arts Council
7. Mental Health Counselor
8. Parent Coordinator
9. Educational Technology Coach
10. Academic enrichment field trips
11. MTSS Coach
12. Academic Coach
13. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
14. Occupational Therapists
15. Behavior Technicians
16. School and Community resources from the Family Resource Center
17. Nutritious Meals
18.Grade Level Release Teacher
19. School Vice Principal

District-Funded Services for the 2023-2024 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
5. Music (YOSAL)
6. Spring language academy
7. Visual and performing Arts through Monterey County Arts Council
8. Online supplements programs such as Dreambox Lexia, Renaisance Learning, Typing Club, etc.
9. Academic enrichment field trips
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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$56,367	$58,553
Mid-Range Teacher Salary	$88,679	$93,924
Highest Teacher Salary	$112,513	$119,489
Average Principal Salary (Elementary)	$119,815	$149,898
Average Principal Salary (Middle)	$0	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$231,680	$270,432
Percent of Budget for Teacher Salaries	24%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

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 2024-2025 school year, Los Padres Elementary staff is participating in the following professional Development

1. CABE Conferences, March 2025
2. ATDLE Conference, June 2025
3. SWEAT III Mindset & SEL workshops throughout the year.
4. School-wide PDSA implementation
5. Leadership Team where 1 teacher from every grade-level provides input and supporting decision making on Academic Achievement.
6. PBIS Teams offer mini workshops at Staff Meetings.

For the 2023-2024 school year, Los Padres Elementary staff has participated 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.
10. SIPPS PD for SEI Teachers and Para's

For the 2022-2023 school year, Los Padres Elementary staff has 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

Professional Development

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.

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 2024-2025 School Year:
1. Orenda Education
2. The The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction
4. Specialized Program Individualizing Reading Excellence (SPIRE) Training

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 (OPTEL) 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
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. Sonday 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

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

Subject	2022-23	2023-24	2024-25

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	6	4	4