

Los Padres Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 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	TK-6
County-District-School (CDS) Code	27-66142-6026561

2025-26 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

2025-26 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, almost 25 years ago!

We are a Title 1 school that proudly serves approximately 590 students in both Dual Immersion (DI) and Structured English Immersion (SEI) classes from Transitional Kinder (TK) through sixth grade.

Approximately 68% of our students are English Learners, 99% Hispanic, and 84% of our student population is considered Socio-economically Disadvantaged. There is 1 (SEI) classroom per grade level in K-6th, and the other TK-6th grade classrooms are Dual Immersion, which 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 we have zero to minimal turnover 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 Team, Student Leadership Council, Career Day, and Talent Show. Our students truly enjoy being at Los Padres, as evidenced by our attendance rate of 97%, the highest in the District!

At Los Padres, we believe that a positive school culture and a strong partnership between home and school are 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 three years in a row! You will often see our Principal and Vice Principal warmly welcoming our students, staff, and families in front of the school every morning!

Newsletters, Parent Square notifications, a strong School Site Council and English Learner Advisory Committee, Parent Group,

2025-26 School Description and Mission Statement

and Parent-centered workshops and events are a few examples of our commitment to fostering meaningful communication between the home and school. Panorama survey data affirms this work: 90% of families report feeling welcomed, engaged, and respected as partners in their children's education.

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.

MAJOR ACHIEVEMENTS:

2024-25:

- * Highest Attendance Rate in the District
- * No Teacher Roll-over
- * PBIS Platinum Status
- * Vice Principal was recognized as Co-Administrator of the year for the District.
- * Selected to become a Community School
- * Folklorico Dance Group is still strong in its 15th year at the school site.

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	83
Grade 2	77
Grade 3	101
Grade 4	90
Grade 5	89
Grade 6	87
Total Enrollment	620

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	1.5
Black or African American	0.2
Hispanic or Latino	97.4
Two or More Races	0.3
White	0.2
English Learners	68.4
Homeless	56.5
Migrant	9.4
Socioeconomically Disadvantaged	84.4
Students with Disabilities	8.2

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27	93.1	312.5	83.44	234405.2	84
Intern Credential Holders Properly Assigned	1	3.45	5	1.34	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.45	47	12.55	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8	2.14	11953.1	4.28
Unknown/Incomplete/NA	0	0	2	0.53	15831.9	5.67
Total Teaching Positions	29	100	374.5	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28	94.92	319	81.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	13	3.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	1.69	42.3	10.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.39	6	1.54	11746.9	4.23
Unknown/Incomplete/NA	0	0	9	2.31	14303.8	5.15
Total Teaching Positions	29.5	100	389.3	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28	90.32	314.5	79.72	230039.4	100
Intern Credential Holders Properly Assigned	0	0	16.5	4.18	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	9.68	56.5	14.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3	0.76	12112.8	4.34
Unknown/Incomplete/NA	0	0	4	1.01	13705.8	4.91
Total Teaching Positions	31	100	394.5	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	0.5	3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0.5	3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.4	3.3	10.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	6.4

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

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

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 2025

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

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

School Facility Conditions and Planned Improvements

The district administration is committed to providing safe, clean, and well-maintained school facilities for students and staff. During the 2024–2025 school year, maintenance staff conducted multiple safety inspections, including a comprehensive facilities inspection in compliance with state regulations. The results of the state-mandated facilities inspection are included elsewhere in this report and are also available for review at the district office. Additional information specific to this school's facilities is provided below.

Classroom space is adequate to support current enrollment. The campus consists of permanent buildings and classrooms, as well as modular classrooms. Modular facilities are used to support instructional and extracurricular programs, accommodate

School Facility Conditions and Planned Improvements

fluctuating student enrollment, reduce class size, and meet state-established student capacity standards. The school provides adequate playground space and age-appropriate equipment for student recreation. Administrative spaces are also deemed adequate by the school principal.

The district operates and maintains a comprehensive suite of safety and security systems at the school site, including individualized card-access controls, mechanically assisted gate operators, and magnetic locks programmed to meet specific security requirements. All visitors are required to check in during instructional hours before entering the campus.

Facility maintenance and repairs are performed by district maintenance staff with an emphasis on exceeding established standards for cleanliness, safety, and good repair. Maintenance services are managed using a team-based approach, with the maintenance team leader maintaining regular communication with the school principal and head custodian. A computerized work order system is used to request, assign, track, and complete all maintenance and repair tasks.

Daily cleaning of classrooms and restrooms is provided by school custodial staff under the direction of the principal and guidance of the head custodian. The district's operations department secretary coordinates substitute custodial staffing and procures custodial equipment and supplies. The Maintenance Supervisor maintains regular communication with both operations staff and the school to ensure ongoing facility needs are met.

Year and month of the most recent FIT report

03/13/25

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	23	25	25	25	47	48
Mathematics (grades 3-8 and 11)	23	29	22	22	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	366	361	98.63	1.37	25.21
Female	173	172	99.42	0.58	26.16
Male	193	189	97.93	2.07	24.34
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	361	356	98.61	1.39	25.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	217	213	98.16	1.84	6.57
Foster Youth	0	0	0	0	0
Homeless	214	209	97.66	2.34	20.10
Military	0	0	0	0	0
Socioeconomically Disadvantaged	310	305	98.39	1.61	22.62
Students Receiving Migrant Education Services	27	27	100.00	0.00	7.41
Students with Disabilities	21	21	100.00	0.00	0.00

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	367	363	98.91	1.09	28.65
Female	173	173	100.00	0.00	27.17
Male	194	190	97.94	2.06	30.00
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	362	358	98.90	1.10	29.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	218	215	98.62	1.38	16.74
Foster Youth	0	0	0	0	0
Homeless	214	210	98.13	1.87	24.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	311	307	98.71	1.29	27.69
Students Receiving Migrant Education Services	28	28	100.00	0.00	17.86
Students with Disabilities	21	21	100.00	0.00	9.52

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	15.12	19.51	15.3	14.83	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	82	96.47	3.53	19.51
Female	34	34	100.00	0.00	20.59
Male	51	48	94.12	5.88	18.75
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	84	81	96.43	3.57	19.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	50	48	96.00	4.00	10.42
Foster Youth	0	0	0	0	0
Homeless	50	47	94.00	6.00	14.89
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	70	95.89	4.11	18.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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 to 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-Teacher conferences in November and March, as well as Open House in the Spring.
- * We have a high number 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 frequently.
- * Invited to Family Literacy Night.
- * Invited to celebrate the success of their children at Trimester Awards Assemblies, Kinder & 6th grade promotion, and EL Reclassification Ceremony.
- * Maintain regular communication with school staff
- * Consistent check-in on Parent Square for updates and information.
- * Participate in the yearly Parent Panorama 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 at least 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	659	640	63	9.8
Female	330	319	33	10.3
Male	329	321	30	9.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	638	621	59	9.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	454	440	35	8.0
Foster Youth	--	--	--	--
Homeless	371	360	39	10.8
Socioeconomically Disadvantaged	566	548	56	10.2
Students Receiving Migrant Education Services	62	61	8	13.1
Students with Disabilities	62	60	12	20.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.13	0.57	1.06	1.81	1.89	1.71	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.01	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.06	0.00
Female	0.91	0.00
Male	1.22	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	1.10	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	1.32	0.00
Foster Youth	0.00	0.00
Homeless	1.62	0.00
Socioeconomically Disadvantaged	1.06	0.00
Students Receiving Migrant Education Services	3.23	0.00
Students with Disabilities	0.00	0.00

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

2025-26 School Safety Plan

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 last year. This year, we've added lights under the solar panel on the field as well as 3 additional security cameras. 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 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 3 recess coaches three times per week to teach and play with students to 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 before 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 1:35 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 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 purchased 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 Comprehensive School Safety Plan is reviewed and revised on an annual basis by the school administration and district administration and approved by the 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 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 preschool.

Additional time is funded for the Health Tech to stay longer daily at the school site. The district's Registered Nurse and LVN are on our campus often and communicate 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.

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

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	0
1	22	0	4	0
2	26	0	4	0
3	23	0	4	0
4	30	0	3	0
5	28	0	3	0
6	21	3	2	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	1	
1	21	1	3	
2	19	4		
3	25		4	
4	30		2	
5	30		2	
6	29		3	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8217	415	7802	78859.37
District	N/A	N/A	8220	\$90,670
Percent Difference - School Site and District	N/A	N/A	-5.2	-10.5
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-32.0	-19.9

Fiscal Year 2024-25 Types of Services Funded

SITE-FUNDED SERVICES:

Site-Funded Services for the 2024-2025 school year:

1. Hired an additional Sticks and Stones Counselor for 1 day.
2. Drama club to increase student engagement and enrichment.
3. Ballet Folklorico to increase student engagement, enrichment, and cultural awareness.
4. After school sports, with an additional coach
5. After-school academic interventions
6. 1.5 campus supervisors to ensure 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
15. RIF books for all students twice a year.
16. Additional library time to support student reading.
17. Reading books for classroom libraries and school libraries.

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 Well-being of all students. Priorities include differentiated instruction, with the implementation of a variety of meaningful educational learning experiences 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.

Fiscal Year 2024-25 Types of Services Funded

- 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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,027	\$61,597
Mid-Range Teacher Salary	\$96,523	\$98,902
Highest Teacher Salary	\$116,082	\$126,340
Average Principal Salary (Elementary)	\$118,177	\$158,383
Average Principal Salary (Middle)		\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$231,680	\$288,332
Percent of Budget for Teacher Salaries	24.11%	31.29%
Percent of Budget for Administrative Salaries	4.15%	5.38%

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 for student focus groups, staff, and parents.
4. School-wide PDSA implementation
5. Leadership Team, where 1 teacher from every grade level provides input and supports decision-making on Academic Achievement.
6. PBIS Teams offer mini workshops at Staff Meetings.
7. Staff retreat to strengthen school community, culture, trust, and the work environment
8. Additional 2 hours of monthly teacher collaboration time.

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

Professional Development

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 2025-2026 School Year:

1. Orenda Education
2. The Big Five Emergency Response Protocols
3. MTSS & PBIS Implementation
4. Classroom Management & Engagement Strategies
5. Technology Integration (e.g., Smart Board Training)
6. Data systems training (Clever, AERIES, Illuminate)
7. Behavioral Supports / Playwork / De-escalation

District Professional Development for the 2024-2025 School Year:

1. Orenda Education
2. The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction
4. Specialized Program Individualizing Reading Excellence (SPIRE) Training
5. SCESD partners with the Monterey County Office of Education to run a CTC-approved Teacher Induction Program for new teachers working toward their clear credential.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4