

LCAP Engagement & Planning 2025-2026

Plan Local de Rendición de Cuentas (LCAP)

2024
Comunidad de San Bruno



Innovate. Motivate. Educate.





Welcome

AGENDA:



Innovate. Motivate. Educate.

TEMA	TOPIC	Tiempo (time)
Bienvenida & aprobar las actas de la reunión DELAC de marzo	Welcome & Approve Minutes for March 2025 DELAC meeting	5 min
LCAP	LCAP	20
Evaluación integral	Needs Assessment	10
Comentario	Feedback	5
Preguntas	Questions	10 min

Parent Square



What is a needs assessment and why do it?

Definition: A **comprehensive needs assessment** is a process that is used to identify **needs** and performance challenges in a school or district, determine their root causes, and set priorities for future action.

Purpose: To use data to support effective decisions about resources, and ensure continuous improvement to impact student achievement.

Definición: Una **evaluación integral de las necesidades** es un proceso que se utiliza para identificar las necesidades y los desafíos de desempeño en una escuela o distrito, determinar sus causas fundamentales y establecer prioridades para acciones futuras.

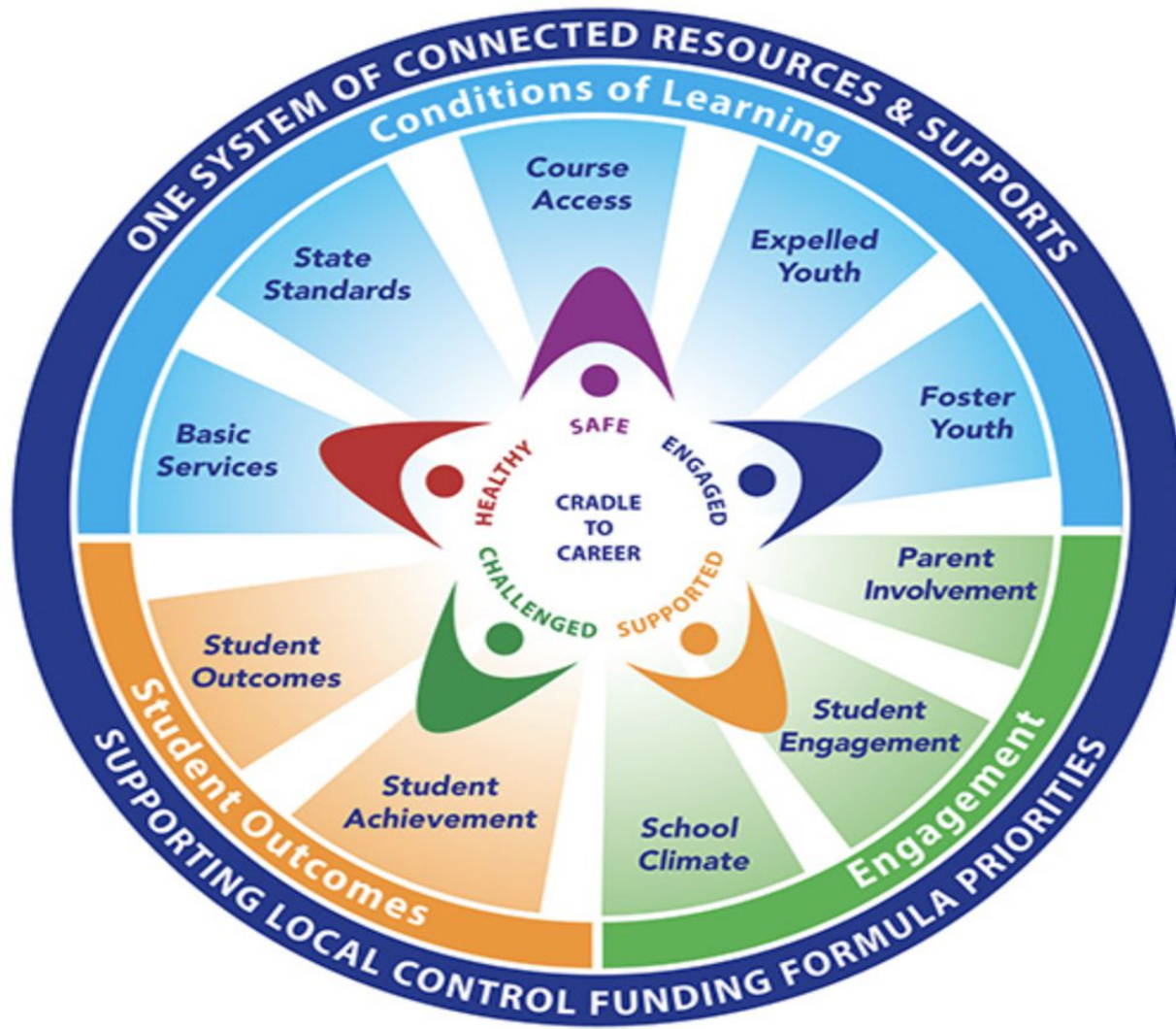
Propósito: Usar datos para respaldar decisiones efectivas sobre recursos y garantizar una mejora continua para impactar el rendimiento estudiantil.

Objectives of the Session

- **Interpret the School Control Panel (Dashboard).**
- **Understand the LCAP and the role of parents.**
- **Explore ways to give meaningful feedback.**

- *Interpretar el Panel de Control Escolar (Dashboard)*
- *Comprender el LCAP y el rol de los padres.*
- *Explorar maneras de brindar retroalimentación significativa.*





LCAP require Ocho areas de apoyos donde se coloca la financiacion.

The State requires LCAP to consider these factors in the 8 State Priorities for schools. The California School Dashboard is designed to report on many of these measures for the community and for federal and state accountability.





The California School Dashboard DATA DASHBOARD

What is the School Control Panel?

**Sample of key indicators: academic
performance, attendance, suspensions, etc.**



El Tablero de Información Escolar de California les brinda a los padres y educadores información importante acerca del progreso de la escuela y el distrito, para que puedan participar en las decisiones para mejorar el aprendizaje de los estudiantes.



"Around the Dashboard in 90 seconds"



Tablero Escolar de California

"Que Comiencen las Conversaciones"



What data points resonated with you?
What specific groups need most support?
What might be some of the obstacles?
What resources can we apply to these areas?

¿Qué datos te resultaron relevantes?
¿Qué grupos necesitan más apoyo?
¿Cuáles podrían ser algunos de los obstáculos?
¿Qué recursos podemos aplicar en estas áreas?



Student Population

LEARN MORE

Enrollment

1,950

View More Information →

LEARN MORE

Socioeconomically
Disadvantaged

42.8%

LEARN MORE

English Learners

25.7%

LEARN MORE

Foster Youth

0.1%



English Learners are a rising population with the greatest language across all schools being Spanish at all sites.



District Demographics

Student Group	Total	Percentage
English Learners	605	30%
Foster Youth	7	0.3%
Homeless	17	0.8%
Socioeconomically Disadvantaged	847	42%
Students with Disabilities	246	12.2%

Race/Ethnicity	Total	Percentage
African American	23	1.1%
American Indian	3	0.1%
Asian	355	17.6%
Filipino	190	9.4%
Hispanic	938	46.5%
Two or More Races	55	2.7%
Pacific Islander	112	5.5%
White	15	0.7%

San Bruno Park Elementary District
Language Group Data - Districtwide
for 2022 - 23

Language	Total Enrollment	Number of English Learners (EL)	Number of Fluent English Proficient (FEP) Students	Total Number of EL and FEP Students	Percentage of Total Enrollment
Spanish	447	112	559	27.69%	
Cantonese	23	33	56	2.77%	
Filipino (Pilipino or Tagalog)	16	23	39	1.93%	
Portuguese	29	9	38	1.88%	
Russian	21	3	24	1.19%	
Mandarin (Putonghua)	9	14	23	1.14%	
Arabic	17	6	23	1.14%	
Hindi	8	11	19	0.94%	
Other non-English languages	7	3	10	0.50%	
Tongan	10		10	0.50%	
Japanese	2	2	4	0.20%	
Korean	1	3	4	0.20%	
Gujarati	2	1	3	0.15%	
Vietnamese	1	2	3	0.15%	
Turkish	2		2	0.10%	
Dutch		2	2	0.10%	
Farsi (Persian)		2	2	0.10%	
Bulgarian	1	1	2	0.10%	
Burmese		2	2	0.10%	
Kurdish (Kurdi, Kurmanji)	2		2	0.10%	
Punjabi	2		2	0.10%	
Samoan	2		2	0.10%	
Polish		1	1	0.05%	
Nepali	1		1	0.05%	
German		1	1	0.05%	
Italian		1	1	0.05%	
Thai	1		1	0.05%	

English Learners are a rising population with the greatest language across all schools being Spanish at all sites.



2025-26 LCAP Goals

LCAP GOAL: 1. (Achievement) SBPSD will consistently engage in ongoing cycles of improvement, relentlessly pursuing excellence across all academic disciplines. Strategic efforts will focus on equitable practices while reducing disparities between student groups as demonstrated by the California State Dashboard.

LCAP GOAL: Goal 2: (Engagement) SBPSD will engage in continuous improvement with the community, pursuing a safe, supportive environment built on strong adult relationships and a sense of belonging. We will design solutions that build equitable systems, as evidenced by the CA Dashboard, co-created with the community, not just for it.

LCAP GOAL: 3 (Conditions): Through an equitable and collaborative improvement-driven approach, SBPSD will ensure that all students have access to a safe, inclusive, and well-resourced learning environment with high quality staff, school facilities, nutrition and digital learning tools.



2025-26 LCAP Goals

META LCAP: 1. (Logro) El SBPSD participará constantemente en ciclos continuos de mejora, buscando incansablemente la excelencia en todas las disciplinas académicas. Los esfuerzos estratégicos se centrarán en prácticas equitativas, a la vez que reducirán las disparidades entre los grupos estudiantiles, como lo demuestra el Tablero Estatal de California.

META LCAP: Meta 2: (Participación) El SBPSD participará en la mejora continua con la comunidad, buscando un entorno seguro y de apoyo, basado en sólidas relaciones entre adultos y un sentido de pertenencia. Diseñaremos soluciones que construyan sistemas equitativos, como lo demuestra el Tablero Estatal de California, co-creados con la comunidad, no solo para ella.

META LCAP: 3 (Condiciones): Mediante un enfoque equitativo y colaborativo, impulsado por la mejora, el SBPSD garantizará que todos los estudiantes tengan acceso a un entorno de aprendizaje seguro, inclusivo y con recursos suficientes, con personal, instalaciones escolares, nutrición y herramientas de aprendizaje digitales de alta calidad.



District Performance Overview

Chronic Absenteeism



Yellow

Suspension Rate



Green

English Learner Progress



Orange

English Language Arts



Orange

Mathematics



Yellow

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

Chronic Absenteeism

All Students

All Students

State



Yellow

23% chronically absent

Declined 7.7% ⬇️

Number of Students: 2,044

Chronic Absenteeism



Red

No Student Groups



Orange

Homeless

Long-Term English Learners

Pacific Islander



Yellow

English Learners

Filipino

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities



Green

Asian



Blue

No Student Groups



No Performance Color

African American

American Indian

Foster Youth

White

Chronic Absenteeism

Lowest Performing Groups

Homeless

Student Group

State



Orange

51% chronically absent

Declined 6.7% ⬇️

Number of Students: 51

Long-Term English Learners

Student Group

State



Orange

35.4% chronically absent

Declined 18.6% ⬇️

Number of Students: 96

Pacific Islander

Student Group

State



Orange

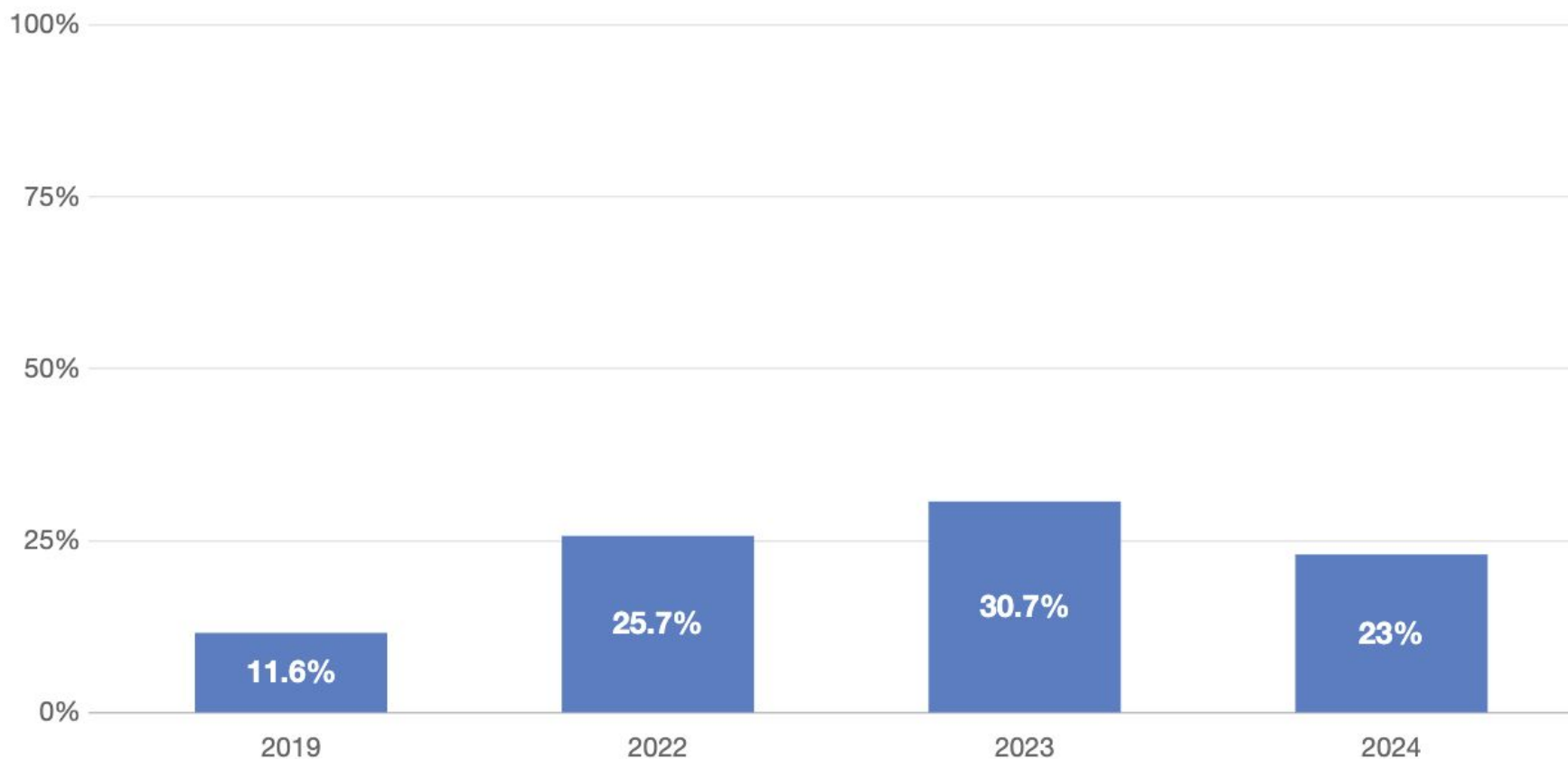
44.8% chronically absent

Declined 9% ⬇️

Number of Students: 105

Chronic Absenteeism By Year

Percentage of students who were chronically absent at least 10 percent or more of the instructional days that they were enrolled to attend in school.



Suspension Data

All Students

All Students

State



Green

0.7% suspended at least one day

Maintained 0%

Number of Students: 2,100

Suspension Data

Student Group Details



Red

No Student Groups



Orange

No Student Groups



Yellow

Hispanic

Two or More Races



Green

English Learners

Long-Term English Learners

Pacific Islander

Students with Disabilities



Blue

Asian

Filipino

Homeless

Socioeconomically Disadvantaged



No Performance Color

African American

American Indian

Foster Youth

White

Suspension Data

Lowest Performing Groups

Hispanic

Student Group

State



Yellow

0.9% suspended at least one day

Increased 0.3% ⓘ

Number of Students: 997

Two or More Races

Student Group

State



Yellow

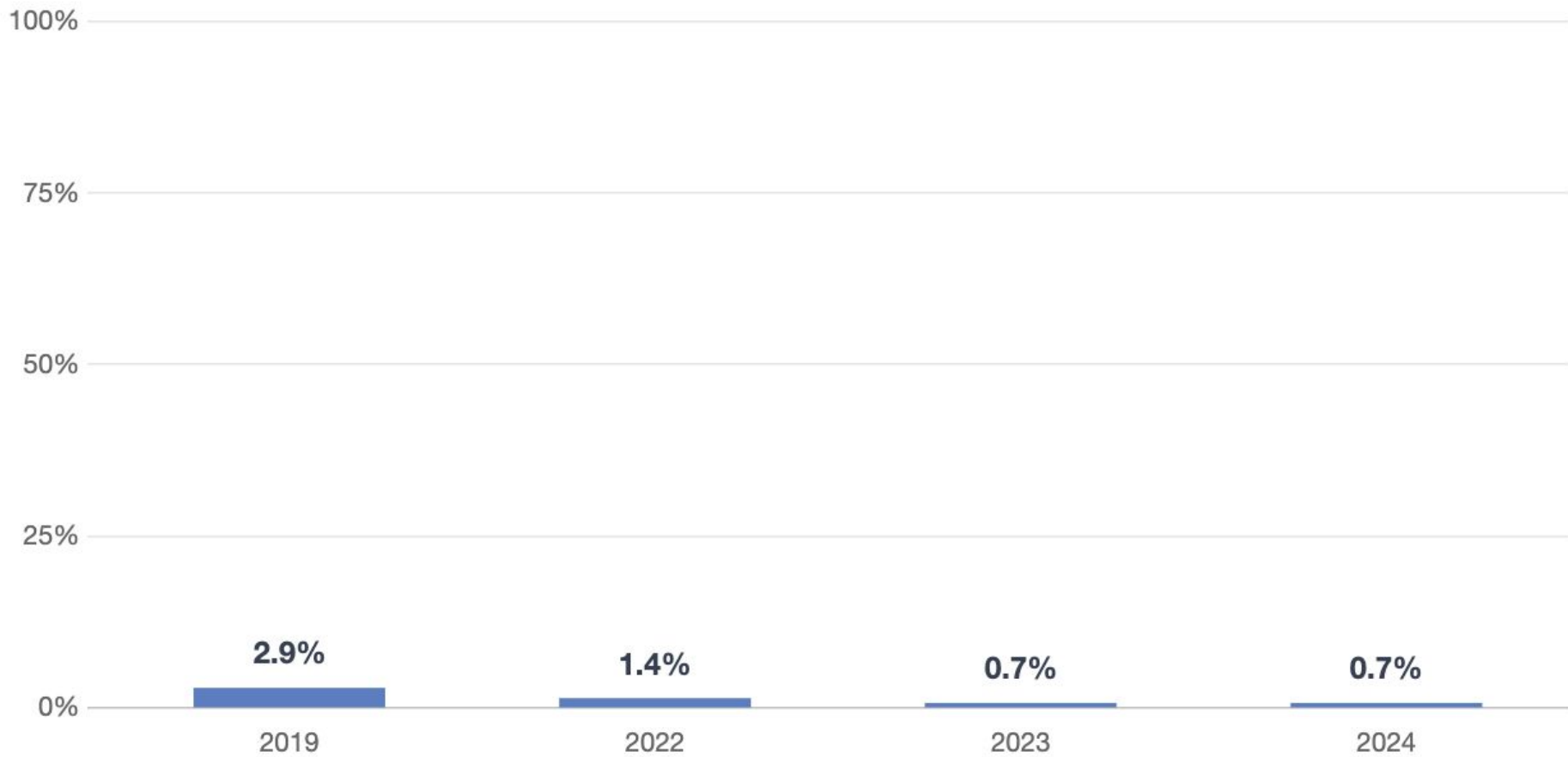
0.8% suspended at least one day

Increased 0.3% ⓘ

Number of Students: 393

Suspension Rate By Year

Percentage of students who were suspended.



Math

All Students

All Students

State



Yellow

34.5 points below standard

Increased 6.3 Points ↗

Number of Students: 1,159

Math



Red

English Learners

Long-Term English Learners

Pacific Islander

Students with Disabilities



Orange

Hispanic

Socioeconomically Disadvantaged



Yellow

No Student Groups



Green

No Student Groups



Blue

Asian

Filipino



No Performance Color

African American

American Indian

Foster Youth

Homeless

Two or More Races

White

English Learners

Student Group

State



Red

110.3 points below standard

Declined 16.6 Points ⬇️

Number of Students: 379

Long-Term English Learners

Student Group

State



Red

178.6 points below standard

Declined 26.8 Points ⬇️

Number of Students: 89

Pacific Islander

Student Group

State



Red

97.3 points below standard

Declined 15.8 Points ⬇️

Number of Students: 56

Students with Disabilities

Student Group

State



Red

141.4 points below standard

Declined 4.1 Points ⬇️

Number of Students: 159

Math

Lowest Performing Groups

English Language Arts

All Students

All Students

State



Orange

18.4 points below standard

Maintained 2.7 Points

Number of Students: 1,168

English Language Arts



Red

English Learners

Long-Term English Learners

Pacific Islander



Orange

Hispanic

Students with Disabilities



Yellow

Socioeconomically Disadvantaged



Green

Filipino



Blue

Asian



No Performance Color

African American

American Indian

Foster Youth

Homeless

Two or More Races

White

English Language Arts

Lowest Performing Groups

English Learners

Student Group

State



Red

83 points below standard

Declined 8.3 Points ⬇️

Number of Students: 365

Long-Term English Learners

Student Group

State



Red

127.1 points below standard

Declined 7.2 Points ⬇️

Number of Students: 91

Pacific Islander

Student Group

State



Red

73.5 points below standard

Declined 6.9 Points ⬇️

Number of Students: 58

English Language Learners

All Students

All Students

State



Orange

42.4% making progress

Declined 7.3% ⬇️

Number of Students: 370

English Language Learners

Student Group Details



Red

No Student Groups



Orange

English Learners



Yellow

Long-Term English Learners



Green

No Student Groups



Blue

No Student Groups



No Performance Color

No Student Groups

English Language Learners

Lowest Performing Group

English Learners

Student Group

State



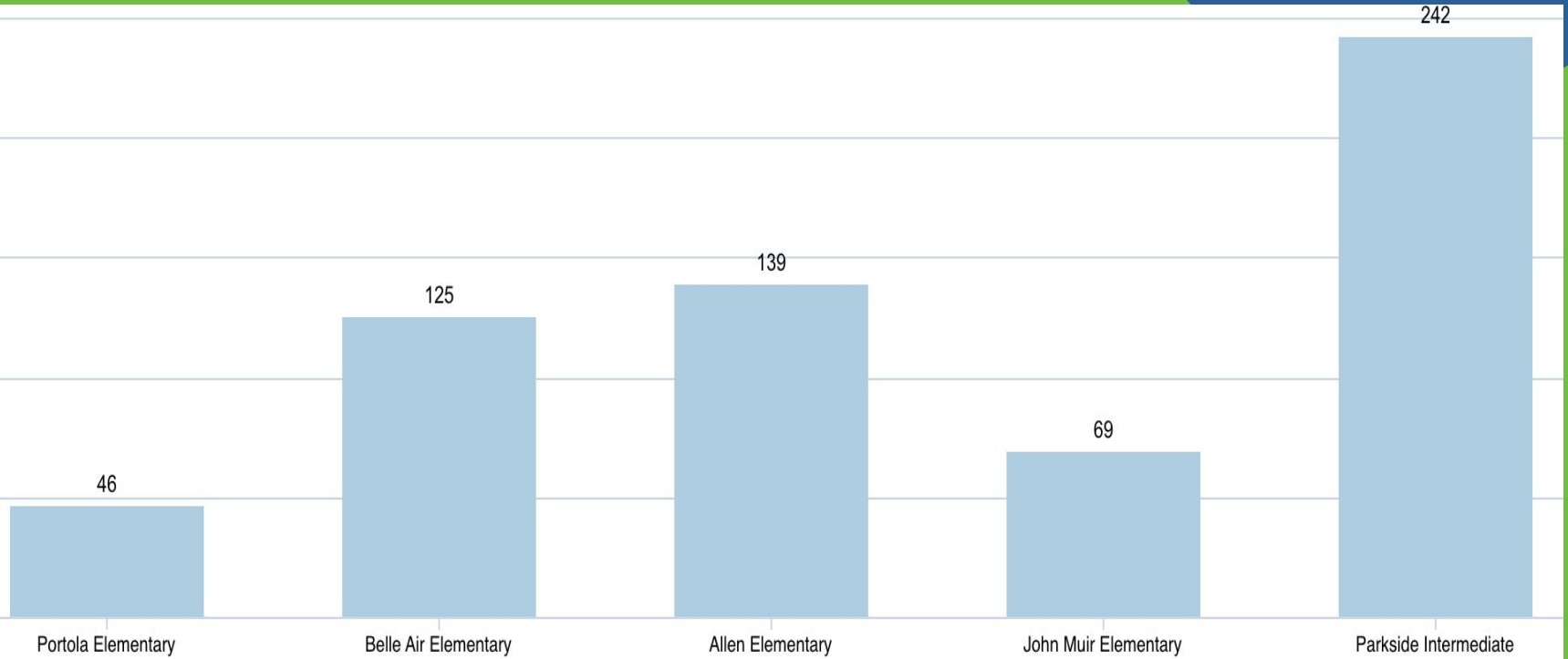
Orange

42.4% making progress

Declined 7.3% ⬇️

Number of Students: 370

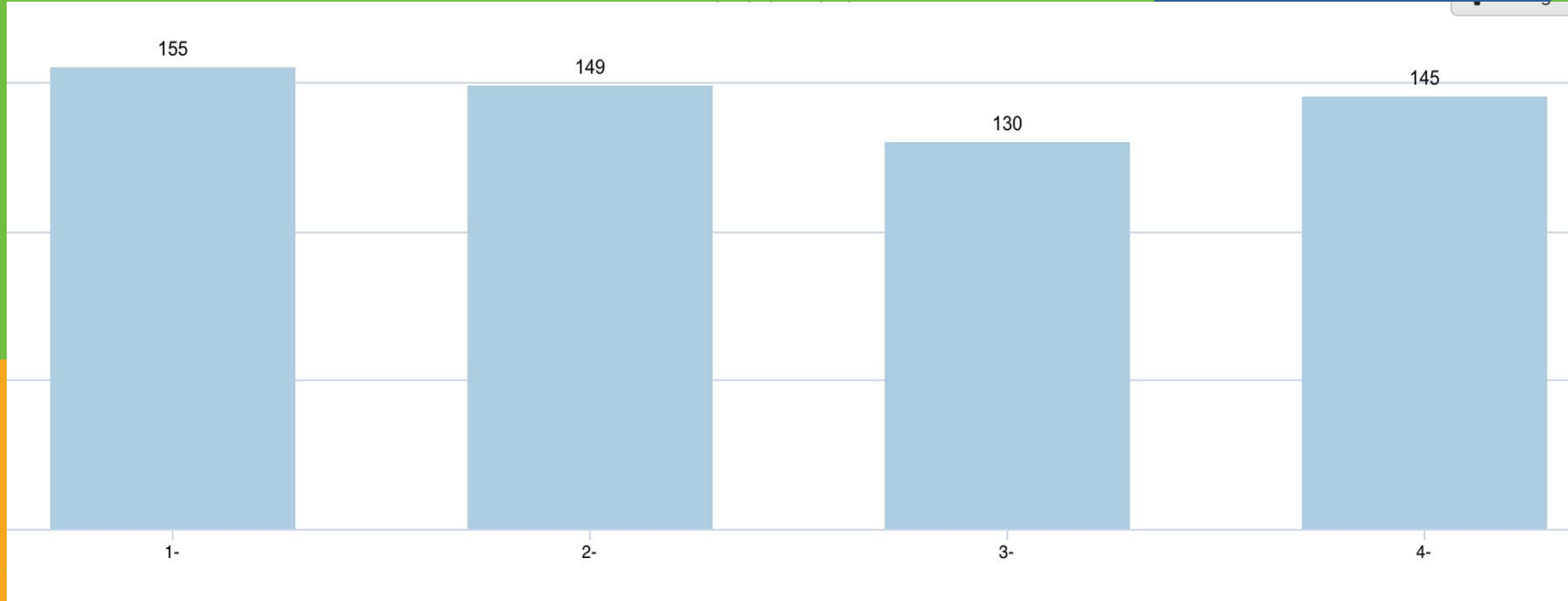
English Language Learners



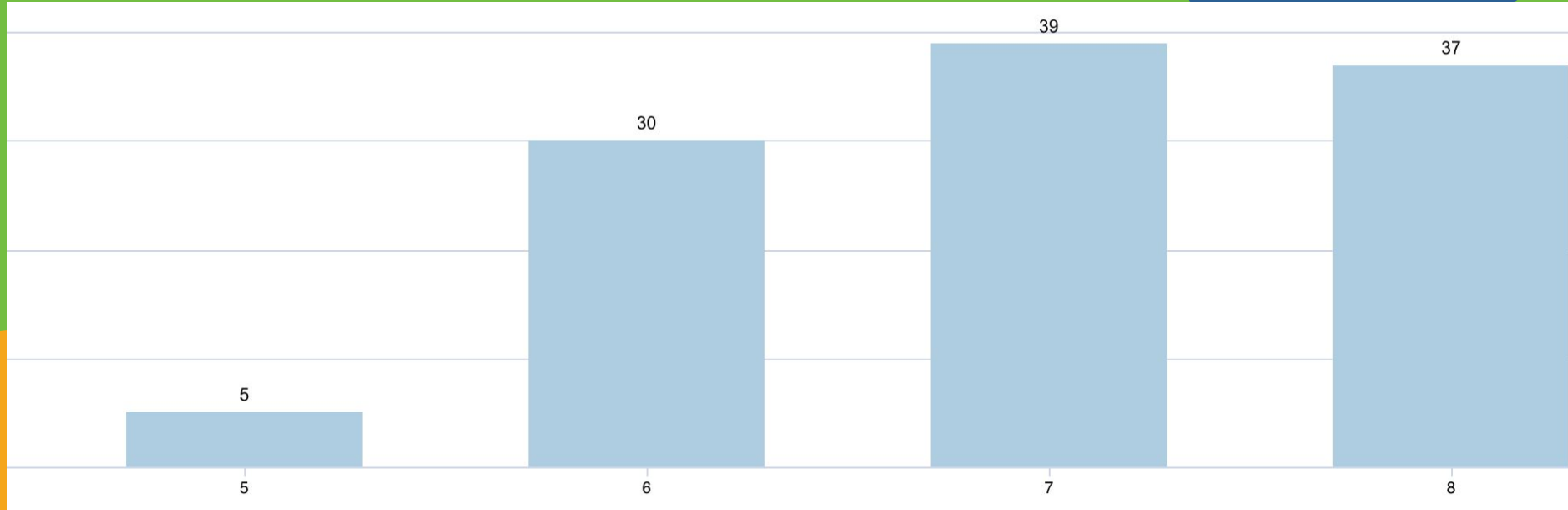
SBPSD English Language Learners in SPED



SBPSD English Language Learners by Level



SBPSD LTELs



Funding for ELs & Students New to the US

Financiamiento para estudiantes de inglés

PIQE (school family engagement) PKIS, ALLEN, BA	\$30,000.00
Allen (Decima M.) Elementary: Math intervention	\$31,000.00
Belle Air Elementary: Hospitality and Early bird drop off	\$23,000.00
Parkside Intermediate: Intervention	\$42,000.00
Document Tracking Services Required SMCOE Data System	\$20,000.00
Homeless Reservations	\$11,000.00
Newcomer Teachers	181,000.00
DELAC	5,000.00
TOTAL	\$348,000

Newcomer Curriculum/Books

\$15,000.00

ELD Teacher-Allen

\$30,000.00

.2 Teacher

ELD Teacher-BA

\$20,000.00

.2 Teacher

TOTAL

\$65,000.00

San Bruno Park School District Needs Assessment

Distrito Escolar del Parque San
Bruno
Necesita valoración

Chunk & Chew:

What data points resonated with you?

What specific groups need most support?

What might be some of the obstacles?

What resources can we apply to these areas?

¿Qué datos te resultaron relevantes?

¿Qué grupos necesitan más apoyo?

¿Cuáles podrían ser algunos de los obstáculos?

¿Qué recursos podemos aplicar en estas áreas?



Please respond to the feedback survey and share your suggestions. *Responda a la encuesta de comentarios y comparta sus sugerencias.*



<https://forms.gle/e8Uqozn6EzMBYB5T7>



PAST Actions Proposed and Implemented to Date

Acciones y propuestas implementadas hasta la fecha:

- **Maintain high quality teachers and facilities** / Mantener los maestros de calidad y los edificios / *Mantener maestros e instalaciones de alta calidad / Mantener los maestros de calidad y los edificios*
- **Continued SEL, PBIS and Climate Support based on data** / SEL, PBIS y apoyo climático *continuos basados en datos*
- **Increased extended and integrated learning supports** in ELA and Mathematics based / *Mayor apoyo de aprendizaje integrado y extendido en ELA y basado en Matemáticas*
- **Increased Aligned Professional Development and coaching for Educators** in ELD/Math/SEL-Climate/technology and data driven practices / *Mayor desarrollo profesional alineado y entrenamiento para educadores en ELD/Matemáticas/SEL-Clima/tecnología y prácticas basadas en datos*
- **Increase supports & engagement education for families** / *Aumentar los apoyos y la educación de participación para las familias.*
- ** **Increase supports for English Learners (bilingual aides)** / *Aumentar los apoyos para los estudiantes de inglés (ayudantes bilingües)*
 - **Increase support and engagement for Special Education, FY/Homeless (Behavior support/Counseling for** / *Aumentar el apoyo y el compromiso para la educación especial para personas sin hogar/año fiscal y bienestar*
 - **Increase data collection/** *Aumentar la recopilación de datos*
 - **Translation for ALL families** / *Traducción para TODAS las familias*
 - **School Safety (bullying, dress code, staffing)/** *Seguridad escolar (acoso escolar, código de vestimenta, personal)*
- ** **More After and during school enrichment activities including K** / *Más actividades de enriquecimiento después y durante la escuela, y kinder*



PAST Teacher/Leader Input to Date El aporte del Maestro/Líder Hasta la Fecha

- Se Time for teacher collaboration - Tiempo para la colaboración del profesor
- Time and support with Ellevation platform Tiempo y soporte con plataforma Ellevation
- Time and support with ELD strategies for all content areas - Tiempo y apoyo con estrategias ELD para todas las áreas de contenido
- Science of Reading, Reading Specialists - Ciencias de la Lectura, Especialistas en Lectura
- Writing - *Escribiendo*
- Continued Safety - Seguridad Continua
- Science - *Ciencia*
- More Counseling/Behavioral Support - Mas Consejería y Apoyo Conductual
- Technology and Software Apps - Aplicaciones de Tecnología y Software
- Maintain & Continue Music/PE support - Mantener ayuda en musica y educacion fisica
- Math interventionists - Intervencionistas de Matemáticas
- More Multilingual Support - Más Soporte Multilingüe



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Thank You! Gracias

