Monterey Park 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	Monterey Park Elementary School
Street	410 San Miguel Ave.
City, State, Zip	Salinas, CA 93901
Phone Number	(831) 753-5640
Principal	Sherry Villaneda
Email Address	sdessert@salinascityesd.org
School Website	http://bit.ly/montereyparkeagles
Grade Span	K-6
County-District-School (CDS) Code	27-66142-6026587

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

Welcome to Monterey Park. Our school currently has approximately 541 students in grades TK-6th and includes three mild/moderate SDC classes for grades 2nd-6th. Monterey Park's mission is to provide a safe, nurturing environment and build an exceptional academic foundation that communicates to our students that with perseverance and support, they can become critical, creative thinkers and independent problem-solvers in a diverse global society. Our vision is that students from Monterey Park transition successfully into middle school, perform at or above grade level and demonstrate good citizenship.

The staff at Monterey Park Elementary is dedicated to providing every student with a quality education, where each individual

2024-25 School Description and Mission Statement

has the opportunity to develop a powerful self-image by growing academically, socially, and emotionally. We believe each child can achieve academic success. Building upon our students' strengths, we work together to ensure that each student has a positive school experience and can develop in themselves a lifelong desire to learn. Students participate in music, visual and performing arts programs throughout the year. We provide a PlayWorks program at all recesses that is run by our PlayWorks Junior Coaches. We offer our 2nd-6th students the opportunity to participate in Student Council, AAA Safety Patrol, Junior PlayWorks, Green Team, and/or our Conflict Resolution Team, which builds capacity, leadership, and social skills, as well as to create a positive school environment. We offer various after-school co-ed sports programs such as soccer, flag football, basketball, and volleyball. This provides opportunities to continue to build physical and team-building skills, as well as school pride in our students. These leadership clubs and programs allow students to develop and demonstrate their leadership and social skills. Our school participates in several programs (Olweus Anti-Bullying Program, PlayWorks, PBIS, and Restorative Justice) that are designed to promote a positive and safe campus. We also provide the opportunity for students to participate in the after-school Best of Education and Safety Time (BEST) enrichment program. This program provides participants with a program that promotes student safety, academics, enrichment, and physical activity until 6 PM nightly and Library/Homework Club for one hour four days a week after school to assist students with their reading and math homework. We have a full-time Multi-Tiered Site Intervention Specialist who is funded by the district. The MTSS teacher oversees the use of various intervention programs for students in Kindergarten through 6th grade. Para Educators, who are overseen by our MTSS teacher, work with students who are struggling in Language Arts and/or Math. Our MTSS Specialist is trained in Newcomer Programs that assist our Newcomer students. They use a variety of materials and intervention programs to meet the individual needs of these students. All kindergarten through sixth-grade students participate in the computerized program Lexia, with all students from kindergarten through 6th grade using the program daily for 20-30 minutes.

With the support of families, school staff, administrators, and community partnerships, we can offer various school community events such as Fall Harvest Festival, Movie Nights, Family Nights, College and Career Week, various educational assemblies, field trips, etc. The partnership between the school and the community benefits the school's success and enriches the students' lives.

Monterey Park has been recognized by the California State PBIS Coalition as a Platinum PBIS school in 4 out of the last 5 years. In addition, we received the 2022 California Pivotal Practice Award from the California Department of Education for our innovative practices in student engagement during the pandemic. With parents and teachers working together as a team towards the same goal, everyone succeeds. We invite and encourage families to participate and help us prepare our students for the future. Through teamwork, open communication, powerful interventions for students, and a dedication to continuous improvement, Monterey Park School is a place where students can succeed.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	62
Grade 2	67
Grade 3	55
Grade 4	85
Grade 5	93
Grade 6	74
Total Enrollment	529

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	0.4
Asian	0.2
Black or African American	0.6
Filipino	0.8
Hispanic or Latino	84.7
Two or More Races	3.6
White	8.9
English Learners	30.1
Homeless	35
Migrant	5.1
Socioeconomically Disadvantaged	72.6
Students with Disabilities	13.8

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.50	88.27	320.40	86.97	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	10.00	2.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.91	21.00	5.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.00	2.99	12115.80	4.41
Unknown/Incomplete/NA	2.00	7.82	6.00	1.63	18854.30	6.86
Total Teaching Positions	25.50	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)	22.00	88.00	312.50	83.44	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	1.34	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	12.00	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	25.00	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)	20.80	83.87	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)	1.00	4.03	42.30	10.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.00	1.54	11746.90	4.23
Unknown/Incomplete/NA	3.00	12.10	9.00	2.31	14303.80	5.15
Total Teaching Positions	24.80	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	1.00	0.00	1
Misassignments	0.00	3.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	3.00	1

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	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

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	13	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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 Advance/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

New roofing project completed during the 2021-22 school year. A new shade structure was installed during the 2022-23 school year.

Year and month of the most recent FIT report	05/01/2024

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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	30	24	25	46	47
Mathematics (grades 3-8 and 11)	24	26	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	311	310	99.68	0.32	29.68
Female	159	159	100.00	0.00	37.74
Male	152	151	99.34	0.66	21.19
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	264	263	99.62	0.38	26.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	41.67
White	26	26	100.00	0.00	53.85
English Learners	80	80	100.00	0.00	5.00
Foster Youth	0	0	0	0	0
Homeless	113	113	100.00	0.00	27.43
Military	--	--	--	--	--
Socioeconomically Disadvantaged	238	238	100.00	0.00	26.89
Students Receiving Migrant Education Services	12	12	100.00	0.00	41.67
Students with Disabilities	61	61	100.00	0.00	1.64

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	311	311	100.00	0.00	25.72
Female	159	159	100.00	0.00	27.04
Male	152	152	100.00	0.00	24.34
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	264	264	100.00	0.00	23.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	33.33
White	26	26	100.00	0.00	38.46
English Learners	80	80	100.00	0.00	6.25
Foster Youth	0	0	0	0	0
Homeless	113	113	100.00	0.00	20.35
Military	--	--	--	--	--
Socioeconomically Disadvantaged	238	238	100.00	0.00	22.69
Students Receiving Migrant Education Services	12	12	100.00	0.00	33.33
Students with Disabilities	61	61	100.00	0.00	1.64

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)	11.27	27.96	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	93	93	100.00	0.00	27.96
Female	46	46	100.00	0.00	30.43
Male	47	47	100.00	0.00	25.53
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	75	75	100.00	0.00	24.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	38.46
English Learners	25	25	100.00	0.00	4.00
Foster Youth	0	0	0	0	0
Homeless	33	33	100.00	0.00	27.27
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	71	100.00	0.00	22.54
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	19	100.00	0.00	5.26

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	99%	100%	99%	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.

2024-25 Opportunities for Parental Involvement

At Monterey Park Elementary School, Family Engagement is defined as the participation of families in regular, two-way, and meaningful communication with school stakeholders. This communication regards student academic learning and other in-school and after-school activities. We believe that parents play an integral role in fostering a positive school community. We encourage volunteers at family events, on field trips, in the classroom, and at school events such as our Trimester Award assemblies, as well as participation at our School Site Council meetings, English Learner Advisory Committee meetings, Parent Teacher Club, etc. We have a Friday morning Blue Zone Walk that is open to all as we create joy, connection, and belonging. To become more involved, please call or visit the school office - (831) 753-5640.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	579	570	128	22.5
Female	286	281	60	21.4
Male	293	289	68	23.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	489	481	109	22.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	20	1	5.0
White	47	47	9	19.1
English Learners	181	178	40	22.5
Foster Youth	--	--	--	--
Homeless	199	195	40	20.5
Socioeconomically Disadvantaged	439	432	107	24.8
Students Receiving Migrant Education Services	29	29	2	6.9
Students with Disabilities	94	92	26	28.3

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	1.24	3.24	1.55	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	1.55	0.00
Female	0.35	0.00
Male	2.73	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	1.64	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	2.21	0.00
Foster Youth	0.00	0.00
Homeless	1.01	0.00
Socioeconomically Disadvantaged	1.37	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.13	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

Monterey Park School has a fully surrounding security fence with electronically controlled access gates: 3 pedestrians and 2 vehicles – these gates assure that all visitors enter through the main office when school is in session. Visitors are required to sign in at the school office, get processed through our Raptor system and receive a visitor's pass. Staff members report anyone without a pass to the school's office. Students who leave prior to the end of the school day must be signed out by a responsible adult through the school office.

We review discipline and safety procedures with the staff and students throughout the school year. We also review playground rules with students and staff to ensure safety on campus. Campus Supervisors use walkie-talkies to communicate with the office from the playground and during arrival and dismissal times. There is an intercom system and intercom telephones are located in each classroom. Specialized door hardware allows teachers to lock any door on our campus, and in the district, from the inside. Students may be on campus 30 minutes prior to the start of instruction for breakfast only. Ten minutes prior to the start of instruction, students report to their classroom and are supervised by their teacher and support staff. Students are supervised by teachers and campus supervisors during recess. During the lunch period, supervision is provided by campus supervisors and the principal/vice-principal. The principal/vice-principal continually oversees the supervision of students. The principal/vice-principal and morning campus supervisors help with safety on the school grounds and help monitor student behavior before and after school.

We review and revise our Comprehensive School Safety Plan annually and it is approved by the School Site Council. The plan includes procedures for various emergencies, exit routes, first aid training, Big 5 Protocols and inventories of our emergency supplies. The plan is available in our school office. The safety plan is reviewed with the site safety committee and school staff each year. We conduct the following emergency response drills at the noted minimum frequency: fire drills are conducted monthly (after-school programs, 2 times annually); lockdown (twice annually), secure campus & shelter-in-place drills (one a year annually) and earthquake drills are practiced twice a year. We also participated in the Monterey County Big 5 Protocol training which took place in October 2024. We share safety concerns at our site and district safety committee meetings and our staff meetings and review procedures and protocols as needed.

D. Other SARC Information

Information Required in the SARC

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

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	22	1	3	
1	17	3		
2	22		3	
3	26		3	
4	32		2	
5	27		3	
6	29		2	
Other	13	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4		
1	21	1	2	
2	29		2	
3	23		3	
4	26		3	
5	30		2	
6	26		3	
Other	12	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	23		3	
1	21	1	2	
2	22		3	
3	27		2	
4	25		3	
5	23	1	3	
6	25	1	2	
Other	13	1		

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	529

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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
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	8817	51	8766	83636.62
District	N/A	N/A	8220	$87,565
Percent Difference - School Site and District	N/A	N/A	6.4	-4.6
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	-20.5	-14.1

Fiscal Year 2023-24 Types of Services Funded

SITE-FUNDED SERVICES:
Site-Funded Services for the 2024-2025 school year:
1. Library Club
2. Family Events
3. Child care
4. Homework Club
5. Extra sports teams
6. Data Chats with the Principal
7. After School Professional Development opportunities by our Academic Coach
8. Field Trips
9. Assemblies
10. Support Staff training and meetings

Site-Funded Services for the 2023-2024 school year:
1. Library Club
2. Family Events

Fiscal Year 2023-24 Types of Services Funded

3. Monthly PDs after school to implement best educational practices for student academic and social-emotional growth.
4. Subs to release teachers

Site-Funded Services for the 2022-2023 school year included:
1. Library Club
2. Family Events

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, implementing 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.
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:
For the 2024-2025 school year, Monterey Park Elementary staff is participating in the following professional development:
1. Professional development and/or materials for academic-based programs and pedagogy like Kate Kinsella, Thinking Maps, Heggerty, ELD, technology, classroom management, and safety
2. Professional development and training for Para Educators and Campus Supervisors
3. Olweus and Restorative Justice Practices

For the 2023-2024 school year, Monterey Park Elementary staff is participating in the following professional development:
1. Additional PD/training on Academics, English Language Development, Technology and Classroom Management
2. Teach Like a Pirate PD-Welcome Back event
3. PD and training for Para-Educators
4. Restorative Justice Practices

For the 2022-2023 school year, Monterey Park Elementary staff has participated in the following professional development:
1. Eureka Math
2. SAAVAS History
3. Universal Design Learning
4. Classroom Management
5. Intervention (Read Naturally, Heggerty, Phonics, SEL)

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

Professional Development

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

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