

# Mission 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Mission Park Elementary School
<b>Street</b>	403 West Acacia Street
<b>City, State, Zip</b>	Salinas, CA 93901
<b>Phone Number</b>	(831) 753-5635
<b>Principal</b>	Anna Padilla
<b>Email Address</b>	apadilla@salinascityesd.org
<b>School Website</b>	<a href="https://mission-park.salinascityesd.org/">https://mission-park.salinascityesd.org/</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	27-66142-6026579

### 2024-25 District Contact Information

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

### 2024-25 School Description and Mission Statement

Welcome to Mission Park Elementary School. Our school currently supports approximately 660 students in grades TK through 6, in general education and K-2nd in two special education classrooms. Our staff is highly skilled and dedicated to our Mission statement of preparing students so that they can think critically, communicate, collaborate, and innovate in a diverse, technology-rich, global society. We have students of varying ethnicities with 76.3% Hispanic students and 14.2% Caucasian and a smattering of other ethnicities as well. We qualify for Title I funding because we have 56.1% low socioeconomic status students. Just 16.2% of our population are English Learners, 26.3% are currently homeless, and 13.1% qualify for special education services. We offer a free Extended Learning Opportunities Program after school from dismissal to 6:00 p.m. on

## 2024-25 School Description and Mission Statement

school days, to a targeted group of mostly at-risk students. Like most other schools in this district, we have 4 main goals: to increase academic achievement, to maintain a safe and positive school culture and climate, to cultivate quality staff to provide excellent service, and to encourage parent and community involvement.

The success of our academic program is evidenced by high performance on district benchmarks and school-based assessments. This high achievement is directly linked to our outstanding staff, active and involved parents, and hard-working students. We also have an academic coach, who supports our teachers in their planning and instruction. We also have a full-time MultiTiered Systems of Support intervention teacher. All students have access to technology and participate in vocal music, physical education, field trips, after-school classes, and assemblies when possible. Our teachers are accessing both virtual and physical field trips and participating in enrichment activities. English Learners receive at least 30 minutes of daily English Language Development (ELD) instruction. We offer intensive language arts intervention programs that target students not meeting standards in grades TK through six. Eureka Math is our Common Core math curriculum and we utilize individualized computer adaptive programs such as Lexia, Freckle, and JoySchool.

We pride ourselves on being a Positive Behavior Intervention and Support (PBIS) school with a warm culture and climate. Staff, students, and family members are expected to be responsible, respectful, and ready to learn. We have been recognized by the PBIS Coalition as a Platinum-level school for several years for providing behavioral support and strong community-building activities. Our behavior interventions include a schoolwide Olweus anti-bullying curriculum, Check In Check Out mentors, and several types of counseling direct services on an individual or small-group basis. Peer mediation, Playworks Junior coaches, Safety Team, Green Team and Student Leadership opportunities help students to have a voice at the school site. We continue to explore mindfulness as part of an Interconnected Systems Framework (ISF) where we endeavor to work with the whole child, and the whole staff to ensure growth. Students participate in weekly class meetings to build relationships and teach bully prevention and upstander strategies, as well as develop ways to be mindful and focused on their learning. Our strong PBIS team creates lesson resources on topics related to mindfulness, belonging, and diversity and such. We publish these resources so that teachers continue to share them in class meetings or on their google classroom.

We believe students, parents, and school staff must work together if we are to meet the needs of every child. Through interest and involvement, the school community models the importance of school, learning, and establishing high academic and behavioral standards. Our school is fortunate to have many parent volunteers who have traditionally helped in classrooms, participated in PTA, and run our fundraisers. That type of parent involvement is increasing again, but we still hold virtual meetings and encourage parents and families to connect through school-wide events and spirit days, as well as chaperoning field trips. We also have monthly cafecitos or ELAC meetings conducted in Spanish to discuss how to improve services to English Learner students. Additionally, a dedicated group of parents and staff serve on School Site Council and regularly attend the business meetings of the school where we work together to develop, assess, and refine the school plan. Our goals for the next year are to focus on the academic growth of English Learners and Special Education students, to expand and develop the use of math intervention programs, and to increase our use of thinking maps to increase student academic outcomes. Our ongoing goal always is to promote engaging learning experiences that encourage students to thrive today and excel in the future.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	87
Grade 2	88
Grade 3	92
Grade 4	72
Grade 5	95
Grade 6	81
<b>Total Enrollment</b>	<b>619</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
American Indian or Alaska Native	0.2
Asian	1.1
Black or African American	1.1
Filipino	0.8
Hispanic or Latino	76.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.8
White	14.2
English Learners	16.2
Foster Youth	0.2
Homeless	26.3
Migrant	1.8
Socioeconomically Disadvantaged	56.1
Students with Disabilities	13.1

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.50	96.23	320.40	86.97	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	10.00	2.71	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	21.00	5.70	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.00	2.99	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.00	3.77	6.00	1.63	18854.30	6.86
<b>Total Teaching Positions</b>	26.50	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.00	96.15	312.50	83.44	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.00	1.34	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	47.00	12.55	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	8.00	2.14	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.00	3.85	2.00	0.53	15831.90	5.67
<b>Total Teaching Positions</b>	26.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.30	92.42	319.00	81.94	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	13.00	3.34	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.79	42.30	10.87	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.00	1.54	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.00	3.79	9.00	2.31	14303.80	5.15
<b>Total Teaching Positions</b>	26.30	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
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	1

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

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

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	4.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	3.7

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
<b>Reading/Language Arts</b>	Benchmark Advance/Adelante February 13, 2017	Yes	0%
<b>Mathematics</b>	Eureka Math, Great Minds, 2015 (English) / April 13, 2015 Eureka Math, Great Minds, 2016 (Spanish) / October 10, 2016	Yes	0%
<b>Science</b>	National Geographic Learning - Cengage 2022	Yes	0%
<b>History-Social Science</b>	SAVVASS, My World Interactive, K-6, 2019	Yes	0%
<b>Foreign Language</b>	Benchmark Advance/Adelante February 13, 2017	Yes	0%
<b>Health</b>	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	Yes	0%
<b>Visual and Performing Arts</b>	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 for all school buildings installed in 2021-22. New Play Structure installed in the summer of 2023 and included enhanced safety and student access accommodations.

Year and month of the most recent FIT report

03/07/2023

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		
<b>Electrical</b>			X	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	36	32	24	25	46	47
<b>Mathematics</b> (grades 3-8 and 11)	28	24	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
<b>All Students</b>	352	349	99.15	0.85	31.52
<b>Female</b>	166	165	99.40	0.60	35.15
<b>Male</b>	186	184	98.92	1.08	28.26
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	272	271	99.63	0.37	25.09
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	21	20	95.24	4.76	60.00
<b>White</b>	51	50	98.04	1.96	50.00
<b>English Learners</b>	50	50	100.00	0.00	2.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	87	87	100.00	0.00	21.84
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	209	208	99.52	0.48	23.08
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	52	50	96.15	3.85	10.00

## 2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	352	349	99.15	0.85	23.78
<b>Female</b>	166	165	99.40	0.60	17.58
<b>Male</b>	186	184	98.92	1.08	29.35
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	272	271	99.63	0.37	17.71
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	21	20	95.24	4.76	45.00
<b>White</b>	51	50	98.04	1.96	46.00
<b>English Learners</b>	50	50	100.00	0.00	6.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	87	87	100.00	0.00	14.94
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	209	208	99.52	0.48	15.38
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	52	50	96.15	3.85	12.00

## CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	17.28	25.00	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	97	96	98.97	1.03	25.00
Female	47	47	100.00	0.00	19.15
Male	50	49	98.00	2.00	30.61
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	76	75	98.68	1.32	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	40.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	25	25	100.00	0.00	16.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.00	0.00	13.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	15.38

### 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%	100%	97%	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

We have many ways for parents and family members to participate in the life of our school, both formally and informally. We depend on families to keep our programs running smoothly. Parents can join our School Site Council (SSC), which works with the administration to help plan for academic improvement and to make financial decisions on programs provided by special-purpose funds. English Learners Advisory Council (ELAC) Parent Meetings, or Cafecitos, are also held regularly and their input is shared with SSC.

The Parent-Teacher Association (PTA) funds and supports many school initiatives such as motivational assemblies and field trips, enrichment classes after school, purchasing instructional materials, and much more. We will be seeking new ways to involve our parents as the campus is gradually reopening to large groups of visitors following the pandemic. Teachers ask parents to help with special projects happening in the classroom and to help develop or provide materials for theme activity days. We encourage all parents to attend Back-to-School Night in the fall and parent-teacher conferences in November and March, either virtually or in person. The PTA also sponsors school events such as fundraisers, a school carnival, the book fair, and other activities, when possible. This year families helped by contributing to theme baskets for a silent auction fundraiser. They support us financially so that our students receive books from the Salinas Area Reading is Fundamental grant. We always welcome new and involved parents. In the past eight school years, our parent volunteers organized a week of Fitness and Nutrition awareness in the Spring, which culminated in our school-wide jog-a-thon (and a Foam run).

We use a digital communication platform called Parent Square. This platform facilitates the sharing of important fliers and information about our school, as well as allows us to post photos (in a safe domain) of children participating in school activities. It is also used to recruit volunteers, and donations for special events, and to facilitate scheduling Parent/Teacher conferences. We have a Parent Coordinator who supports home-school connections by calling parents and sending messages on our Parent Square platform to encourage them to attend and participate in school events. She has developed technical skills to troubleshoot and assist families. She also hosts parent workshops organized by the site or district. Teachers who are unable to communicate well in Spanish themselves appreciate her services to reach out and connect with Spanish-speaking families.

Both the Principal and the Vice Principal are very visible and available to meet with parents on request throughout the school year. Further information on how to contact PTA or actual meeting dates during the school year can be obtained in the front office, or by emailing the Principal as listed on this School Accountability Report Card letterhead. Additionally, our Parent Coordinator can be reached by phone at (831) 753-5635.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	661	656	160	24.4
Female	316	313	77	24.6
Male	345	343	83	24.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	505	500	144	28.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	38	38	6	15.8
White	94	94	4	4.3
English Learners	114	113	41	36.3
Foster Youth	--	--	--	--
Homeless	175	173	65	37.6
Socioeconomically Disadvantaged	393	388	131	33.8
Students Receiving Migrant Education Services	14	14	6	42.9
Students with Disabilities	105	105	38	36.2

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	1.26	1.08	0.76	2.31	1.81	1.89	3.17	3.6	3.28
Expulsions	0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.76	0.00
Female	0.32	0.00
Male	1.16	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.06	0.00
English Learners	0.88	0.00
Foster Youth	0.00	0.00
Homeless	0.57	0.00
Socioeconomically Disadvantaged	1.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.95	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

Mission Park School has a fully surrounding security fence with both manual and electronically controlled access gates: 5 pedestrian and 1 vehicle – these gates are manned by staff to greet students and supervise dismissal. When the bell rings, all gates are closed to assure that visitors enter through the main office when school is in session. To gain entry through the office, visitors must use a doorbell, which activates a camera, so that a staff member can see and authorize entry. Visitors are required to sign in at the school office and receive a visitor's pass when the campus is open. Staff members report anyone without a pass to the school office. All volunteers who work with students are required to complete a volunteer form and be vetted through the district Raptor system. Those that are unsupervised must clear a fingerprint check. Students who leave prior to the end of the school day must be signed out by a responsible adult at the school office.

We review discipline and safety procedures with the staff and students throughout the school year. We also review playground rules as needed with students to ensure safety on campus. Classified yard duty members use walkie-talkies to communicate with the office from the playground. There is an intercom system with intercom telephones located in each classroom and our door hardware allows teachers to lock any door on our campus, and in the district, from the inside. Students may be on campus in the cafeteria/MPR 30 minutes prior to the start of instruction. Ten minutes prior to the start of instruction, students report to their classroom and are supervised by their teacher. Students are supervised by teachers during recess. During the lunch period, supervision is provided by classified staff and the principal/vice-principal. The principal/vice-principal continually oversees the supervision of students. The principal/vice-principal and campus supervisors help with safety on the school grounds and help monitor student behavior before and after school. In the virtual learning environment, the district has increased provisions for mental health counselors and has maintained or implemented safety protocols to handle concerns related to self-harm or dangerous home environments. Teachers are informed of these protocols regularly at staff meetings and in weekly bulletins.



## 2024-25 School Safety Plan

Certificated and classified staff have been trained in The Big Five Safety Protocols for emergency response. The School Safety Plan is reviewed and revised annually by the school administration with stakeholder input and approved by the School Site Council. The plan includes procedures for various emergencies, exit routes, and inventories of emergency supplies. The plan is available in our school office. The safety plan is shared with school staff during a staff meeting. We conduct the following emergency response drills at the noted minimum frequency: fire/monthly (after school programs, 2-3 times annually); lockdown & shelter-in-place and earthquake/twice a year. Information regarding our drills and procedures is shared with parents and families via Parent Square, and we communicate specific safety information as the need arises. We also participated in the Great California Shakeout Disaster Drill which took place in October 2024.

Afterschool staff are trained in the same safety procedures as our daytime employees, and they participate in drills throughout the year. We share safety concerns at staff meetings and review procedures regularly.

## 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	25		3	
1	21	2	2	
2	24		3	
3	22	1	3	
4	30		3	
5	28		3	
6	32		2	

## 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	25		4	
1	22		4	
2	23		4	
3	25		3	
4	31		3	
5	29		3	
6	29		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	28		3	
2	22		4	
3	23		4	
4	24		3	
5	24		4	
6	27		3	
Other	15	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	619

## 2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7919	352	7567	82648.35
District	N/A	N/A	8220	\$87,565
Percent Difference - School Site and District	N/A	N/A	-8.3	-5.8
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-34.9	-15.3

## Fiscal Year 2023-24 Types of Services Funded

### SITE-FUNDED SERVICES:

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

1. Afterschool Academic Enrichment Classes
2. Software Licenses designed to increase student engagement (such as Teachers pay Teachers, Freckle, Joyschool etc.)
3. Academic enrichment field trips (The Farm, Gizdich Ranch, Sunset Center Community Classrooms, and others)
4. Additional Staff Collaboration Time
5. Additional Campus Supervision at Arrival and Dismissal

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

1. Afterschool Academic Enrichment Classes
2. Software Licenses designed to increase student engagement (such as Teachers pay Teachers, Freckle, etc.)
3. Academic enrichment field trips (The Farm, Gizdich Ranch, Sunset Center Community Classrooms and others)
4. Additional Staff Collaboration Time
5. Upper Grade sports teams for Volleyball, Basketball, Flag Football, and Soccer

## Fiscal Year 2023-24 Types of Services Funded

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

1. Afterschool Academic Enrichment Classes
2. Software Licenses designed to increase student engagement (such as Nearpod, Teachers pay Teachers, etc)
3. Academic enrichment field trips ( Maya Cinemas, Tech Museum, Point Lobos and others)
4. Additional Staff Collaboration Time
5. Upper Grade sports teams for Volleyball, Basketball, Flag Football, and Soccer

### DISTRICT - FUNDED SERVICES:

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

District-Funded Services for the 2024-2025 School Year include:

1. Extended School Year (ESY)
2. ASES/BEST after school program
3. Jump Into English - After school and summer programs
4. Jump Into Math - After school and summer programs
5. Music (YOSAL)
6. Visual and performing Arts through Monterey County Arts Council
7. Mental Health Counselor
8. Parent Coordinator
9. Educational Technology Coach
10. Academic enrichment field trips
11. MTSS Coach
12. Academic Coach
13. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
14. Occupational Therapists
15. Behavior Technicians
16. School and Community resources from the Family Resource Center
17. Nutritious Meals
18. Grade Level Release Teacher
19. School Vice Principal

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

1. Extended School Year (ESY)
2. ASES/BEST after school program
3. Jump Into English - After school and summer programs
4. Jump Into Math - After school and summer programs
5. Music (YOSAL)
6. Spring language academy
7. Visual and performing Arts through Monterey County Arts Council
8. Online supplements programs such as Dreambox Lexia, Renaissance 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
<b>Beginning Teacher Salary</b>	\$56,367	\$58,553
<b>Mid-Range Teacher Salary</b>	\$88,679	\$93,924
<b>Highest Teacher Salary</b>	\$112,513	\$119,489
<b>Average Principal Salary (Elementary)</b>	\$119,815	\$149,898
<b>Average Principal Salary (Middle)</b>	\$0	\$157,111
<b>Average Principal Salary (High)</b>	\$0	\$151,698
<b>Superintendent Salary</b>	\$231,680	\$270,432
<b>Percent of Budget for Teacher Salaries</b>	24%	32%
<b>Percent of Budget for Administrative Salaries</b>	4%	6%

## Professional Development

### SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2024-2025 school year, Mission Park Elementary staff is participating in the following professional development:

1. The Big Five Safety Protocols
2. JoySchool
3. Optional Ed Innovation Team Training
4. Grade Level Collaboration and Goal Setting
5. Green Team Initiative with Monterey Bay Aquarium

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

1. Response to Intervention Conference
2. Teach Like a Pirate
3. Restorative Practices / Conflict resolution
4. Playworks/Junior Coach Training
5. Optional Ed Innovation Team trainings
6. West Ed focused GLRs to improve writing achievement

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

1. Peaceful Playgrounds/P.E. Standards
2. Creating Inclusive/ Safe Learning Spaces
3. Restorative Practices / Conflict resolution
4. PBIS (Interventions, Language, systems, etc.)
5. Thinking Maps
6. ViewSonic Interactive Presentation Boards

### 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

## Professional Development

District Professional Development for the 2023-2024 School Year:

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

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. Sondag Training,
17. Confidentiality/Communication/Ethics/Professionalism, Intervention Program Training
18. Active Supervision -Relationship Building with students (recognize the signs/proactive approaches)
19. De-escalation training
20. Creating Inclusive/ Safe Learning Spaces
21. Restorative Practices / Conflict resolution
22. MTSS/PBIS (Interventions, Language, systems, etc.)
23. Clever/Illuminate, AERIES
24. Benchmark Universe

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	4	4