

Monterey Park Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	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	TK-6
County-District-School (CDS) Code	27-66142-6026587

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Welcome to Monterey Park. Our school currently has approximately 530 students in grades TK-6th, including three mild/moderate SDC classes for grades TK-1st, 3rd-4th, and 5th-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 has the opportunity to develop a powerful self-image through academic, social, and emotional growth. 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 develops a lifelong desire to learn. Students participate in music, visual, and performing arts programs throughout the year. We provide a PlayWorks program at recess run by our PlayWorks Junior Coaches. We offer 2nd-6th-grade 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 creates a positive school environment. We offer various after-school co-ed sports programs: flag football, basketball, and volleyball. This provides opportunities to build physical and team-building skills, as well as school pride for our students. Our school participates in several programs (PlayWorks, PBIS, and Restorative Justice), which are designed to promote a positive and safe campus. We also provide the opportunity for students to participate in the after-school Extended Learning enrichment program. This program provides participants with a program that promotes student safety, academics, enrichment, and physical activity until 6 PM nightly. We have a 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. Our 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.

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,

2025-26 School Description and Mission Statement

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 5 out of the last 6 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	74
Grade 2	62
Grade 3	75
Grade 4	66
Grade 5	84
Grade 6	94
Total Enrollment	541

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	0.4
Asian	0.4
Black or African American	0.7
Filipino	0.6
Hispanic or Latino	84.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	3.9
White	8.3
English Learners	30.1
Homeless	36
Migrant	4.3
Socioeconomically Disadvantaged	68.2
Students with Disabilities	15.2

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22	88	312.5	83.44	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5	1.34	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	12	47	12.55	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8	2.14	11953.1	4.28
Unknown/Incomplete/NA	0	0	2	0.53	15831.9	5.67
Total Teaching Positions	25	100	374.5	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.8	83.87	319	81.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	13	3.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.03	42.3	10.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6	1.54	11746.9	4.23
Unknown/Incomplete/NA	3	12.1	9	2.31	14303.8	5.15
Total Teaching Positions	24.8	100	389.3	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21	84	314.5	79.72	230039.4	100
Intern Credential Holders Properly Assigned	0	0	16.5	4.18	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	16	56.5	14.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3	0.76	12112.8	4.34
Unknown/Incomplete/NA	0	0	4	1.01	13705.8	4.91
Total Teaching Positions	25	100	394.5	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	1
Misassignments	3.00	0	3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.00	1	4

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13	0	13
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

The Salinas City Elementary School District has made every effort to comply with the Instructional Quality Commission of the California State Board of Education. Curriculum frameworks have provided guidance for implementing the content standards adopted by the state and the district. Approved supplemental materials have also been provided for school sites to support instructional differentiation and the Response to Intervention program model.

Year and month in which the data were collected

August 2025

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

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

School Facility Conditions and Planned Improvements

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

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

School Facility Conditions and Planned Improvements

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

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

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

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

Year and month of the most recent FIT report

03/13/25

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	30	27	25	25	47	48
Mathematics (grades 3-8 and 11)	26	25	22	22	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	329	322	97.87	2.13	27.33
Female	169	165	97.63	2.37	36.97
Male	160	157	98.13	1.87	17.20
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	282	275	97.52	2.48	24.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	66.67
White	23	23	100.00	0.00	39.13
English Learners	95	95	100.00	0.00	6.32
Foster Youth	0	0	0	0	0
Homeless	117	116	99.15	0.85	24.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	241	239	99.17	0.83	25.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	72	69	95.83	4.17	0.00

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	329	323	98.18	1.82	24.77
Female	169	165	97.63	2.37	27.27
Male	160	158	98.75	1.25	22.15
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	282	276	97.87	2.13	22.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	53.33
White	23	23	100.00	0.00	34.78
English Learners	95	95	100.00	0.00	7.37
Foster Youth	0	0	0	0	0
Homeless	117	116	99.15	0.85	21.55
Military	--	--	--	--	--
Socioeconomically Disadvantaged	241	239	99.17	0.83	22.18
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	72	70	97.22	2.78	4.29

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	27.96	19.51	15.3	14.83	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	82	95.35	4.65	19.51
Female	42	39	92.86	7.14	23.08
Male	44	43	97.73	2.27	16.28
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	79	75	94.94	5.06	21.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	23	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	31	30	96.77	3.23	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	62	96.88	3.12	19.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	19	95.00	5.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	99%	99%	99%	100%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	601	585	140	23.9
Female	303	295	59	20.0
Male	298	290	81	27.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	509	494	119	24.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	21	1	4.8
White	48	47	13	27.7
English Learners	190	182	31	17.0
Foster Youth	--	--	--	--
Homeless	213	203	49	24.1
Socioeconomically Disadvantaged	430	418	109	26.1
Students Receiving Migrant Education Services	26	26	2	7.7
Students with Disabilities	106	102	31	30.4

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.24	1.55	1.33	1.81	1.89	1.71	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.17	0	0	0.01	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.33	0.17
Female	0.33	0.00
Male	2.35	0.34
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	1.18	0.20
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.08	0.00
English Learners	1.58	0.00
Foster Youth	0.00	0.00
Homeless	1.88	0.00
Socioeconomically Disadvantaged	1.40	0.23
Students Receiving Migrant Education Services	3.85	0.00
Students with Disabilities	2.83	0.94

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

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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 before 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 before the start of instruction for breakfast only. Ten minutes before 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 (once a

2025-26 School Safety Plan

year), 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.

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	0	0
1	21	1	2	0
2	29	0	2	0
3	23	0	3	0
4	26	0	3	0
5	30	0	2	0
6	26	0	3	0
Other	12	3	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	3	0
1	21	1	2	0
2	22	0	3	0
3	27	0	2	0
4	25	0	3	0
5	23	1	3	0
6	25	1	2	0
Other	13	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		3	
1	25		3	
2	21	2	1	
3	24		3	
4	31		2	
5	21	2	2	
6	24	2	2	
Other	7	1		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8817	51	8766	83636.62
District	N/A	N/A	8220	\$90,670
Percent Difference - School Site and District	N/A	N/A	6.4	-4.6
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-20.5	-14.1

Fiscal Year 2024-25 Types of Services Funded

SITE-FUNDED SERVICES:

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

1. Homework Club
2. Family Events
3. Child care
4. Extra hours for Health Technician
5. After-School Sports Teams
6. Extra Para-Educator hours
7. After-school Professional Development opportunities by our Academic Coach and MTSS Intervention Specialist
8. Field Trips
9. Assemblies
10. Support Staff training and meetings
11. Extra hours for Campus Supervision
12. Substitute release for educators

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

Fiscal Year 2024-25 Types of Services Funded

19. School Vice Principal

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

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

Professional Development

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2025-2026 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, Word Mapping, Heggerty, ELD, technology, classroom management, and safety.
2. Professional development and training for Para Educators and Campus Supervisors on active supervision, safety, and procedures.
3. Educational Innovative Technology
4. PBIS Rewards, SEL Check-ins, and Restorative Justice Practices

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. Restorative Justice Practices

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 2025-2026 School Year:

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

Professional Development

District Professional Development for the 2024-2025 School Year:

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

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

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