

# Mission 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

<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>	TK-6
<b>County-District-School (CDS) Code</b>	27-66142-6026579

## 2025-26 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

## 2025-26 School Description and Mission Statement

Welcome to Mission Park Elementary School. Our school currently supports approximately 630 students in grades TK through 6, in general education and 1st-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 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 Multi-Tiered 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.

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 anti-bullying lesson, 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

## 2025-26 School Description and Mission Statement

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 Family Fridays to encourage connections and share information, and 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 the 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 is to promote engaging learning experiences that encourage students to thrive today and excel in the future.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	122
Grade 1	89
Grade 2	83
Grade 3	90
Grade 4	94
Grade 5	79
Grade 6	100
<b>Total Enrollment</b>	<b>657</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.5
Asian	0.8
Black or African American	0.3
Filipino	0.6
Hispanic or Latino	78.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.5
White	12.8
English Learners	15.4
Foster Youth	0.3
Homeless	27.4
Migrant	2.9
Socioeconomically Disadvantaged	55.3
Students with Disabilities	16.7

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25	96.15	312.5	83.44	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	5	1.34	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	47	12.55	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	8	2.14	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1	3.85	2	0.53	15831.9	5.67
<b>Total Teaching Positions</b>	26	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.3	92.42	319	81.94	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	13	3.34	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	3.79	42.3	10.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	6	1.54	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	3.79	9	2.31	14303.8	5.15
<b>Total Teaching Positions</b>	26.3	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25	89.29	314.5	79.72	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1	3.57	16.5	4.18	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	7.14	56.5	14.32	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	3	0.76	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	4	1.01	13705.8	4.91
<b>Total Teaching Positions</b>	28	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
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	1	2
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1	2

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

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

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.1	7.6
<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	3.7	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
<b>Reading/Language Arts</b>	Benchmark Advance/Adelante February 13, 2017	0%
<b>Mathematics</b>	Eureka Math, Great Minds, 2015 (English) / April 13, 2015 Eureka Math, Great Minds, 2016 (Spanish) / October 10, 2016	0%
<b>Science</b>	National Geographic Learning - Cengage 2022	0%
<b>History-Social Science</b>	SAVVASS, My World Interactive, K-6, 2019	0%
<b>Foreign Language</b>	Benchmark Advance/Adelante February 13, 2017	0%
<b>Health</b>	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	0%
<b>Visual and Performing Arts</b>	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

03/12/25

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 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	32	40	25	25	47	48
<b>Mathematics</b> (grades 3-8 and 11)	24	27	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	363	361	99.45	0.55	40.44
Female	174	173	99.43	0.57	47.40
Male	189	188	99.47	0.53	34.04
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	287	285	99.30	0.70	34.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	59.09
White	48	48	100.00	0.00	62.50
English Learners	43	42	97.67	2.33	7.14
Foster Youth	0	0	0	0	0
Homeless	92	91	98.91	1.09	35.16
Military	--	--	--	--	--
Socioeconomically Disadvantaged	210	209	99.52	0.48	31.58
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	54	53	98.15	1.85	9.43

## 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
<b>All Students</b>	363	362	99.72	0.28	26.52
<b>Female</b>	174	174	100.00	0.00	20.69
<b>Male</b>	189	188	99.47	0.53	31.91
<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>	287	286	99.65	0.35	23.08
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	22	22	100.00	0.00	22.73
<b>White</b>	48	48	100.00	0.00	45.83
<b>English Learners</b>	43	42	97.67	2.33	2.38
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	92	92	100.00	0.00	20.65
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	210	210	100.00	0.00	17.14
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	54	54	100.00	0.00	7.41

## 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
<b>Science</b> (grades 5, 8 and high school)	25	34.94	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	83	83	100.00	0.00	34.94
Female	41	41	100.00	0.00	24.39
Male	42	42	100.00	0.00	45.24
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	65	65	100.00	0.00	21.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	76.92
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	26.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	41	100.00	0.00	19.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	13.33

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

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

## 2024-25 California Physical Fitness Test Participation Rates

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

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

## C. Engagement

### State Priority: Parental Involvement

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

#### 2025-26 Opportunities for Parental Involvement

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 are also held regularly, and their input is shared with SSC. We host monthly Family Friday events to allow for connections, information sharing, and resource distribution.

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 themed 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 flyers 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.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	690	680	181	26.6
Female	333	329	87	26.4
Male	357	351	94	26.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	544	537	165	30.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	36	5	13.9
White	84	84	6	7.1
English Learners	113	109	36	33.0
Foster Youth	--	--	--	--
Homeless	190	186	68	36.6
Socioeconomically Disadvantaged	409	403	137	34.0
Students Receiving Migrant Education Services	20	20	7	35.0
Students with Disabilities	134	134	46	34.3

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.08	0.76	1.3	1.81	1.89	1.71	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.30	0.00
Female	1.20	0.00
Male	1.40	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	1.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.78	0.00
White	1.19	0.00
English Learners	1.77	0.00
Foster Youth	0.00	0.00
Homeless	1.05	0.00
Socioeconomically Disadvantaged	0.98	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.24	0.00

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

## 2025-26 School Safety Plan

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 ensure 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 who are unsupervised must clear a fingerprint check. Students who leave before 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 before the start of instruction. Ten minutes before 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.

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. A Site Safety Committee meets regularly to review the plan and procedures and offer recommendations. A group of 3rd-6th-grade students makes up our Student Safety Patrol and helps create a safe and welcoming environment at arrival and dismissal.

### 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	25	0	4	0
1	22	0	4	0
2	23	0	4	0
3	25	0	3	0
4	31	0	3	0
5	29	0	3	0
6	29	0	3	0
Other	0	0	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	3	0
1	28	0	3	0
2	22	0	4	0
3	23	0	4	0
4	24	0	3	0
5	24	0	4	0
6	27	0	3	0
Other	15	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	18	2	3	
1	26		3	
2	26		3	
3	23		4	
4	31		3	
5	26		3	
6	25		4	
Other	14	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
<b>School Site</b>	7919	352	7567	82648.35
<b>District</b>	N/A	N/A	8220	\$90,670
<b>Percent Difference - School Site and District</b>	N/A	N/A	-8.3	-5.8
<b>State</b>	N/A	N/A	\$11,146	\$101,700
<b>Percent Difference - School Site and State</b>	N/A	N/A	-34.9	-15.3

## Fiscal Year 2024-25 Types of Services Funded

### SITE-FUNDED SERVICES:

Site Funded Services for the 2025-2026 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 (Team Up Tuesdays with the Academic Coach)
5. Additional Campus Supervision at Arrival and Dismissal

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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

### DISTRICT - FUNDED SERVICES:

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

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

1. Extended School Year (ESY)
2. ASES/BEST after-school program
3. Jump Into English - After school and summer programs
4. Jump Into Math - After school and summer programs
5. Music (YOSAL)
6. Visual and performing Arts through Monterey County Arts Council
7. Mental Health Counselor
8. Parent Coordinator
9. Educational Technology Coach
10. Academic enrichment field trips
11. MTSS Coach
12. Academic Coach
13. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
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
<b>Beginning Teacher Salary</b>	\$58,027	\$61,597
<b>Mid-Range Teacher Salary</b>	\$96,523	\$98,902
<b>Highest Teacher Salary</b>	\$116,082	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$118,177	\$158,383
<b>Average Principal Salary (Middle)</b>		\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$231,680	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	24.11%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	4.15%	5.38%

## Professional Development

### SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2025-2026 school year, Mission Park Elementary staff is participating in the following professional development:

1. Team Up Tuesdays (Collaboration with the Academic Coach)
2. The Big Five Safety Protocols
3. Optional Ed Innovation Team Training
4. Grade Level Collaboration and Goal Setting
5. Various Conference Opportunities

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

### 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

District Professional Development for the 2024-2025 School Year:

## Professional Development

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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4