

Monterey Park Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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@salinascity.k12.ca.us
School Website	http://bit.ly/montereyparkeagles
County-District-School (CDS) Code	27-66142-6026587

2021-22 District Contact Information

District Name	Salinas City Elementary School District
Phone Number	(831) 753-5600
Superintendent	Dr. Rebeca Andrade
Email Address	randrade@salinascity.k12.ca.us
District Website Address	www.salinascityesd.org

2021-22 School Overview

MESSAGE FROM THE PRINCIPAL

As Principal of Monterey Park Elementary School, it is my pleasure to welcome you to our School Accountability Report Card. The School Accountability Report Card provides parents with information about school instructional programs, academic achievement, materials, facilities, and staff. If there are any questions that are not answered here in the School Accountability Report Card, please feel free to contact me.

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 by growing academically, socially, and emotionally. We believe each child can achieve academic success. Building upon our students' strengths, we work to ensure that each student has a positive school experience and is able to develop in themselves a lifelong desire to learn. We work to provide students with a challenging and rigorous curriculum appropriate to their academic level, monitor individual progress, and then intervene as needed. 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.

Sherry Villaneda
Principal
Monterey Park School

SCHOOL VISION STATEMENT

To transition successfully into middle school, all students will perform at or above grade level, meet academic expectations, and exhibit good citizenship.

SCHOOL MISSION STATEMENT

2021-22 School Overview

Our mission is to provide a safe, nurturing environment in which all students learn the essential grade-level Common Core State Standards, and demonstrate appropriate behavior, to become critical, creative thinkers, and independent problem-solvers in a diverse society.

MAJOR ACHIEVEMENTS

Intervention programs in Language Arts and Mathematics are helping students achieve grade-level standards. A full-time Site Intervention Specialist was funded by the district and she oversees uses the use of various intervention programs for students in Kindergarten through 6th grade. Para educators, who are overseen by our Site Intervention Specialist, work with students in kindergarten through sixth-grade who are struggling in Language Arts or Math. They use a variety of materials and intervention programs to meet the individual needs of these students. All kindergarten through sixth-grade students participate in the computerized programs Dreambox and Lexia, with all students from kindergarten through 6th grade using the program daily. All students participate in tutorials either to receive reteaching or enrichment.

Students participate in music classes weekly and are afforded the opportunity to attend dance and art throughout the school year. Field trips and assemblies provide enrichment for students. The PlayWorks program, after school sports program, and cycling club continue to build physical and social skills.

We strive to continuously provide a positive school climate and culture for our students. We received the Platinum recognition for 2021 by the California PBIS Coalition for PBIS implementation at our school. We promote student leadership through student council, the AAA student safety patrol, PlayWorks Junior Coaches and through training students to be conflict resolution mediators. Our school participates in several programs (Olweus Anti-Bullying Program, PlayWorks, PBIS, and Restorative Justice) that are designed to promote a positive and safe campus.

We also provide the opportunity for students to participate in the after school Best of Education and Safety Time (BEST) enrichment program. This program provides participants with a program that promotes student safety, academics, enrichment, and physical activity until 6 PM nightly.

We offer Library/Homework Club for one hour daily after school to assist students with their reading and math homework.

FOCUS FOR IMPROVEMENT

*Focus and work to improve overall literacy. Improve in all areas of Language Arts, including listening and speaking skills.

- Focus and work to improve overall Mathematics achievement.
- Focus and work to use the English Learner Expectancies forms to improve English Language Development.
- Implement 21st-century classrooms to improve teaching and learning.
- Academic Coach will train and support teachers in the implementation of the Common Core State Standards and best practices.
- Data Teams will identify learning goals, develop common formative assessments, monitor student progress and refine instruction.
- The MTSS team will provide strategies for students who are struggling academically and/or emotionally.
- Continue to develop the 4Cs: Collaboration, Communication, Critical Thinking, and Creativity in all classrooms.
- Focus on Professional Development in the areas of Mathematics and English Language Arts Instruction and Systematic English Language Development.
- Provide additional support to students identified as socio-economically disadvantaged, homeless, and/or English Language Learners

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	77
Grade 2	87
Grade 3	78
Grade 4	91
Grade 5	75
Grade 6	87
Total Enrollment	576

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
American Indian or Alaska Native	0.7
Asian	0.9
Black or African American	0.5
Filipino	0.9
Hispanic or Latino	85.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.1
White	8
English Learners	31.6
Foster Youth	0.2
Homeless	36.6
Socioeconomically Disadvantaged	74.3
Students with Disabilities	13.9

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.5	88.3	320.4	87.0	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	10.0	2.7	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0	3.9	21.0	5.7	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	11.0	3.0	12115.8	4.4
Unknown	2.0	7.8	6.0	1.6	18854.3	6.9
Total Teaching Positions	25.5	100.0	368.4	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	1.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 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 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Mathematics	Eureka Math, Great Minds, 2015 (English) / April 13, 2015 Eureka Math, Great Minds, 2016 (Spanish) / October 10, 2016	Yes	0%
Science	McMillan/McGraw-Hill, Science, K-6, 2007	Yes	0%
History-Social Science	SAVVASS, My World Interactive, K-6, 2019	Yes	0%
Foreign Language	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Health	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	Yes	0%
Visual and Performing Arts	Silver Burdett, Music, K-6	Yes	0%

School Facility Conditions and Planned Improvements

Shade structure scheduled for summer 2022

Year and month of the most recent FIT report

9/31/2021

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			Classroom cleaning done. Tables and chairs moved that were blocking exit.
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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	330	NT	NT	NT	NT
Female	148	NT	NT	NT	NT
Male	182	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	289	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	24	NT	NT	NT	NT
English Learners	98	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	248	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	255	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	64	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	330	NT	NT	NT	NT
Female	148	NT	NT	NT	NT
Male	182	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	289	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	24	NT	NT	NT	NT
English Learners	98	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	248	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	255	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	64	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Enterprise Tests Student Groups	Star Reading Enterprise Tests Total Enrollment	Star Reading Enterprise Tests Number Tested	Star Reading Enterprise Tests Percent Tested	Star Reading Enterprise Tests Percent Not Tested	Star Reading Enterprise Tests Percent At or Above Grade Level
All Students	330	320	97%	3%	30%
Female	148	145	98%	2%	32%
Male	182	175	96%	4%	27%

American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	290	281	97%	3%	27%
Two or More Races	--	--	--	--	--
White	25	24	96%	4%	46%
English Learners	98	91	93%	7%	9%
Homeless	135	131	97%	3%	26%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	259	250	97%	3%	28%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	58	85%	15%	12%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Enterprise Tests Student Groups	Star Reading Enterprise Tests Total Enrollment	Star Reading Enterprise Tests Number Tested	Star Reading Enterprise Tests Percent Tested	Star Reading Enterprise Tests Percent Not Tested	Star Reading Enterprise Tests Percent At or Above Grade Level
All Students	330	327	99%	1%	29%
Female	148	148	100%	0%	35%
Male	182	179	98%	2%	23%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	290	288	99%	1%	28%
Two or More Races	--	--	--	--	--
White	25	24	96%	4%	33%
English Learners	98	95	97%	3%	13%
Homeless	135	135	100%	0%	29%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	259	257	99%	1%	28%
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	68	65	96%	4%	5%
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	NT	NT	NT	NT
Female	24	NT	NT	NT	NT
Male	48	NT	NT	NT	NT
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	--	NT	NT	NT	NT
Hispanic or Latino	63	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	23	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	60	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	16	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Our families are an integral part of the success of our students and our full-time Parent Coordinator has a passion for family and community involvement. We have a variety of ways for parents to participate in our school, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council (SSC) which works with the administration to help make educational and financial decisions and our English Language Advisory Committee parent meetings. Our parent coordinator provides many services to our community, such as providing parent training, promoting student attendance, making referrals to community outreach programs, and working as an advocate between home and school. Parents and community members have the opportunity to enroll in evening courses focusing on English as a Second Language (ESL) and other adult literacy programs. Parent volunteers help with special projects in the classroom and chaperone field trips. We have a parent-teacher committee that works together on school events such as the annual Harvest Festival, book fair, after-school sports, and other activities. We encourage parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in October and March. For more information about volunteering at our school, please contact our principal, parent coordinator, or classroom teachers. We always need new volunteers! (831) 753-5640.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	612	603	69	11.4
Female	306	301	37	12.3
Male	306	302	32	10.6
American Indian or Alaska Native	5	5	1	20.0
Asian	5	5	0	0.0
Black or African American	4	4	1	25.0
Filipino	5	5	0	0.0
Hispanic or Latino	520	512	65	12.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	23	22	1	4.5
White	49	49	1	2.0
English Learners	193	192	20	10.4
Foster Youth	1	1	0	0.0
Homeless	239	236	34	14.4
Socioeconomically Disadvantaged	468	462	62	13.4
Students Receiving Migrant Education Services	13	12	0	0.0
Students with Disabilities	92	90	15	16.7

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.15	0.00	3.16	0.15	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.19	1.82	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Monterey Park School has a fully surrounding security fence with electronically controlled access gates: 3 pedestrians and 2 vehicles – these gates assure that all visitors enter through the main office when school is in session. Visitors are required to sign in at the school office and receive a visitor’s pass. Staff members report anyone without a pass to the school's office. Students who leave prior to the end of the school day must be signed out by a responsible adult at 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 to ensure safety on the campus. Campus Supervisors use walkie-talkies to communicate with the office from the playground and during arrival and dismissal times. There is an intercom system and intercom telephones are located in each classroom. Specialized door hardware allows teachers to lock any door on our campus, and in the district, from the inside. Students may be on campus 30 minutes prior to the start of instruction for breakfast only. Ten minutes prior to the start of instruction, students report to their classroom and are supervised by their teacher. Students are supervised by teachers 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 a morning campus supervisor 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 approved by the School Site Council. The plan includes procedures for various emergencies, exit routes, first aid training, and inventories of emergency supplies. The plan is available in our school office. The safety plan is reviewed with 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 & shelter-in-place drills are conducted twice per year (after school programs 2 times annually), and earthquake drills are practiced twice a year. We also participated in the Monterey County Disaster Drill which took place in October 2021. We share safety concerns at staff meetings and review procedures 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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	24		4	
1	22		3	
2	20	1	3	
3	18	3	1	
4	29		3	
5	21	1	2	
6	23	1	3	
Other	8	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	24		4	
1	24		3	
2	23		3	
3	25		3	
4	33		1	
5	27		3	
6	30		2	
Other	11	3		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	3	1	
1	26		3	
2	28		3	
3	22		3	
4	33			
5	29		2	
6	25		3	
Other	18	3	1	

2020-21 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	

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	7635	1593	6042	74391
District	N/A	N/A	8289	\$72,933
Percent Difference - School Site and District	N/A	N/A	-31.4	2.0
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-33.2	-14.3

2020-21 Types of Services Funded

DISTRICT PROVIDED SERVICES:

To best serve students, SCESD implemented after-school and Saturday extended learning programs with the use of Federal and State funds. Extended learning programs included the following:

2020-2021 SCHOOL YEAR:

Summer Academy
Springboard
Elevate Math
ELD support
Sports for learning
Dance
Art
Extended School Year (SPED)
NASA
Intro to Coding
Music (YOSAL)
Jump Into English
Jump Into Math
Sylvan Learning
Spring language academy

2019-2020 SCHOOL YEAR:

- Jump into Math
- NASA
- Introduction to Coding
- Summer Academy for students most at risk
- Social-emotional Counseling support

SITE PROVIDED SERVICES

Through a combination of Federal Title 1 and Supplemental Concentration Grant Funds, SCESD and Monterey Park School fund a variety of services to support and assist students and are aligned with our four goals on the School Plan for Student Achievement 1. Learning for all students, 2. Safe, positive and well-maintained school, 3. Quality staff providing exceptional service and 4. School, home and community partnerships. A full time Site Intervention Specialist and five Para-Educators support all students with intervention programs in English Language Arts and math. The Student Services Support Team provides intervention support in the areas of phonics development, reading comprehension, writing, spelling, and reading and math fluency. Monterey Park Para-Educators work with individual and/or small groups of students in the areas of mathematics, English Language Arts, and English Language Development. Six teachers are funded to provide instruction in after-school programs. Our library is open for our students for 1 hour after school each day. Our parent-teacher committee raises funds for classroom supplies, field trips, PE equipment, after school sports, and office supplies. We encourage participation in our Parent-Teacher conferences by providing a sufficient quantity of interpreters. We use Parent Square to increase our communication with families. Partnership with Boys and Girls Club to provide extra-curricular activities with our BEST after school program and family nights.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$47,479	\$52,060
Mid-Range Teacher Salary	\$74,697	\$84,043
Highest Teacher Salary	\$94,774	\$107,043
Average Principal Salary (Elementary)	\$118,162	\$133,582
Average Principal Salary (Middle)	\$0	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$215,235	\$240,628
Percent of Budget for Teacher Salaries	32%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

DISTRICT PROVIDED PROFESSIONAL DEVELOPMENT:

The major theme of professional development is to develop and improve the Tier I services offered in the classroom. This focus has us working together to strengthen the Instructional Core - the Relationships created between staff and students, the Clarity of staff and students around what is needed and how to help every student receive it, and the Challenge was given to students through instructional activities, tasks, and experiences.

In addition to the district-provided staff development, additional training was available during the summer, and after school through the school site. Other major areas of staff development are English Language Development, Mathematics, and Professional Collaboration. Training provided teaching techniques and strategies that are beneficial for all students. On Thursdays, students are dismissed early and teachers use the time for grade-level meetings, planning, and staff development. Grade-level meetings are used to look at student achievement and identify instructional focus areas. The principal and Vice-Principal support the implementation of State Standards by observing students, meeting with teachers individually and in grade levels, and observing classroom instruction as does the academic coach.

2020-2021 SCHOOL YEAR:

Professional Learning and Development topics offered by the district have included:

- Self and student care during distance learning
- Norms and procedures in distance learning
- Establishing student-teacher relationships from a distance
- Establishing teacher credibility at a distance
- Teacher clarity at a distance
- Creating engaging tasks in distance learning
- Planning instructional units for distance learning
- Feedback, assessment, and grading
- Great Minds inSync
- Discovery Education
- Accelerated Learning - Unpacking the Standards to Drive Instruction
- Checking for Understanding in Distance Learning - High tech, low tech, no tech!
- Creating Rigorous Asynchronous Tasks
- Creating Spirited Lessons That Will Rock Distance Learning (non, low, and high tech)
- Designated ELD in Distance Learning
- Para-educator Partnerships to Prepare Pupils!
- Progress Monitoring Beyond Administering the Test

Professional Development

Receptive Visual-Based Strategies
“PBL like PBJ” How to Make Tasty Learning that Sticks
Google Suite 101
Bully Prevention in the Virtual World
Engaging and Supporting Learners Using Trauma-Informed Practices
PBIS in Distance Learning
Take Care of Yourself and Others! Mindful Practices from a Distance
Inviting the Struggle - Challenging Students One Lesson at a Time
Productive Visual-Based Strategies
Visual-Based Strategies in the Upper Elementary Classroom (3-6 focus)

2019-2020 SCHOOL YEAR

Some of the topics at the professional development sessions have included:

- New Teacher orientation and associated topics
- Imagine Learning
- Imagine Mathematics
- Eureka Mathematics customization
- Benchmark Education Advance and Adelante introduction
- Reading Fluency
- Small-Group Instruction in Mathematics
- Small-Group Instruction in Language Arts
- Mini-Lessons and Collaborative Conversations
- Scaffolding Instruction for Special Education
- Assessment in Language Arts and Mathematics
- Close Reading
- Teaching Writing using Benchmark
- Accelerated Reader
- STAR Reading, Math, and Early Literacy

2018-19 SCHOOL YEAR

This year, the number of calendared Professional Development days increased to 6. In addition to these days, SCESD teachers are offered:

- On-site, teacher-directed professional development provided by Academic Coaches.
- After-School Professional Development opportunities
- Weekend Professional Development opportunities
- New Teacher Induction.
- Intern Teacher Mentoring

SITE PROVIDED PROFESSIONAL DEVELOPMENT:

In addition to district-provided professional development, Monterey Park School has provided the following site-based professional development:

2020-21

- Professional Development days on the first and/or fourth Thursday of most months
- After school professional development opportunities
- Conference and/or workshop-based professional development

Some of the topics of the site based professional development sessions have included:

- Teacher-Student relationship building
- Teacher Clarity
- Challenge/Rigor
- Small-Group Instructional Strategies
- Student Engagement

Professional Development

- Olweus Bullying Prevention
- Response to Student Trauma
- Cooperative Learning
- Small group strategies in Language Arts and Math
- Transitional Kindergarten and Kindergarten specific teaching strategies
- STAR reading
- Accelerated Reader
- Dreambox
- Lexia
- Technology Integration
- 21st Century Learning
- Positive Behavior Interventions and Supports (PBIS)
- School and Student Safety
- Designated and Integrated English Language Development
- ThriveYOUiversity PD- Strategies for a Successful School Year
- Aeries Training
- English Language Development (ELD) Standards
- Mindfulness
- Equity
- John Hattie's Visible Learning
- Attention Deficit Disorders
- Seesaw
- Google Classroom

2019-20

- Professional Development days on the first and/or fourth Thursday of most months
- After school professional development opportunities
- Conference and/or workshop-based professional development

Some of the topics of the site based professional development sessions have included:

- Teacher-Student relationship building
- Teacher Clarity
- Challenge/Rigor
- Small-Group Instructional Strategies
- Student Engagement
- Olweus Bullying Prevention
- Response to Student Trauma
- Cooperative Learning
- Eureka Math Strategies
- Transitional Kindergarten and Kindergarten specific teaching strategies
- Autism Awareness
- Accelerated Reader
- Imagine Learning
- Technology Integration
- 21st Century Learning
- Positive Behavior Interventions and Supports (PBIS)
- School and Student Safety
- Designated and Integrated English Language Development
- California Reading and Literacy Project (focus on foundational reading skills)
- English Learners Advanced Writing Demands 4th - 6th grades
- Latino Family Literacy
- Transforming School Culture Through Effective Leadership
- Next Generation Science Standards
- Exploring the New California Frameworks for History and Social Science
- English Language Development (ELD) Standards
- Mindfulness
- Effects of Poverty on Learning

Professional Development

- John Hattie's Visible Learning
- Attention Deficit Disorders
- Seesaw
- Google Classroom

2018 -2019

- Mini-Conference Days held 4 times per year during early release days.
- After School Professional Development for new teachers held on Wednesdays (6 sessions)
- Conference and or workshop-based professional development (local and overnight)

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Salinas City Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Salinas City Elementary School District
Phone Number	(831) 753-5600
Superintendent	Dr. Rebeca Andrade
Email Address	randrade@salinascity.k12.ca.us
District Website Address	www.salinascityesd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4751	NT	NT	NT	NT
Female	2282	NT	NT	NT	NT
Male	2469	NT	NT	NT	NT
American Indian or Alaska Native	16	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	51	NT	NT	NT	NT
Hispanic or Latino	4349	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	73	NT	NT	NT	NT
White	197	NT	NT	NT	NT
English Learners	2139	NT	NT	NT	NT
Foster Youth	13	NT	NT	NT	NT
Homeless	3298	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	3754	NT	NT	NT	NT
Students Receiving Migrant Education Services	181	NT	NT	NT	NT
Students with Disabilities	523	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4751	NT	NT	NT	NT
Female	2282	NT	NT	NT	NT
Male	2469	NT	NT	NT	NT
American Indian or Alaska Native	16	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	51	NT	NT	NT	NT
Hispanic or Latino	4349	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	73	NT	NT	NT	NT
White	197	NT	NT		NT
English Learners	2139	NT	NT	NT	NT
Foster Youth	13	NT	NT	NT	NT
Homeless	3298	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	3754	NT	NT	NT	NT
Students Receiving Migrant Education Services	181	NT	NT	NT	NT
Students with Disabilities	523	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Star Reading Enterprise Tests Student Groups	Star Reading Enterprise Tests Total Enrollment	Star Reading Enterprise Tests Number Tested	Star Reading Enterprise Tests Percent Tested	Star Reading Enterprise Tests Percent Not Tested	Star Reading Enterprise Tests Percent At or Above Grade Level
All Students	4736	4522	95%	5%	29%
Female	2278	2193	96%	4%	29%
Male	2458	2329	94%	6%	28%

American Indian or Alaska Native	--	--	--	--	--
Asian	28	26	87%	13%	54%
Black or African American	30	28	93%	8%	30%
Filipino	51	51	100%	0%	36%
Hispanic or Latino	4331	4130	95%	5%	27%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	66	99%	1%	62%
White	202	195	95%	5%	37%
English Learners	2128	2011	94%	6%	9%
Foster Youth	16	16	100%	0%	55%
Homeless	1772	1680	94%	6%	22%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3756	3569	94%	6%	26%
Students Receiving Migrant Education Services	198	185	97%	3%	8%
Students with Disabilities	556	500	91%	9%	11%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Enterprise Tests Student Groups	Star Reading Enterprise Tests Total Enrollment	Star Reading Enterprise Tests Number Tested	Star Reading Enterprise Tests Percent Tested	Star Reading Enterprise Tests Percent Not Tested	Star Reading Enterprise Tests Percent At or Above Grade Level
All Students	4736	4561	96%	4%	31%
Female	2278	2212	96%	4%	29%
Male	2458	2349	95%	5%	34%
American Indian or Alaska Native	16	16	100%	0%	50%
Asian	28	26	87%	13%	63%
Black or African American	30	28	93%	7%	22%
Filipino	51	49	97%	3%	28%
Hispanic or Latino	4331	4173	96%	4%	30%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	66	99%	1%	43%
White	202	193	93%	7%	42%
English Learners	2128	2040	95%	5%	17%
Foster Youth	16	14	90%	10%	50%

Homeless	1772	1694	95%	5%	27%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3756	3607	95%	5%	29%
Students Receiving Migrant Education Services	198	189	96%	4%	20%
Students with Disabilities	556	506	91%	9%	12%

*At or above the grade-level standard in the context of the local assessment administered.