Monarch Community Elementary School

840 North Branciforte Ave. • Santa Cruz, CA 95062 • (831) 429-3898 • Grades K-6
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

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School Description
A Message from the Principal: Monarch, "a small school with a big heart", is an alternative school of choice. We provide a developmental approach, where each child is seen as an individual with various strengths and needs. Our curriculum uses science and social studies themes from the Common Core Standards to teach both basic skills and critical thinking to our students in mixed-age groups. At Monarch students learn to use their hearts and minds well.

The foundation of our program is a robust social-emotional curriculum, based on the Positive Discipline philosophy. Our goal is to create a healthy environment of mutual respect and dignity for both children and adults, as well as to foster good communication and problem-solving skills. This foundation gives the academic curriculum a place to root and grow.

Monarch is located on the Branciforte Small Schools Campus (BSSC) and has four multiage classrooms. Children are grouped according to their academic and social needs, not according to their age alone. The school benefits from the support of the nonprofit Monarch Community Board, a group of parents that supports parent participation, parent education, and fund-raising within our school community. Parent participation is critical to the running of the school and the spirit of the community.

Major Achievements
This year, students successfully "graduated" from Monarch to Branciforte and Mission Hill Middle Schools, Alternative Family Education (AFE) Home school, Georgiana Bruce Kirby Preparatory School and Pacific Collegiate Charter School.

For the tenth year, graduating students demonstrated their mastery of our exit criteria to a panel of adults and peer students. Graduating students present evidence showing their academic growth in all subject areas including Math and English Language Arts, as well as leadership development, while at Monarch School. In 2010 the Monarch staff presented their work on the exit criteria program at the Fall Forum, the national conference for the Coalition of Essential Schools.

Monarch will continue the Exit Criteria project, where graduating students must demonstrate that they are ready to move on to middle school by presenting work from their portfolios to a panel of teachers, parents, visiting educators and administrators, and student peers.

Inspired Purpose
A community of creative problem solvers learning to use their hearts and minds together.

Vision

Monarch students are expressive communicators and creative problem solvers who are willing to take risks. They take on leadership roles and have a voice in the school. They are competent and confident learners, both individually and in groups. Monarch students use their minds well: they find evidence, see from multiple viewpoints, discover connections, make suppositions, and determine relevance (Habits of Mind). They display personal best effort and are kind and helpful. They demonstrate listening skills and the ability to follow directions. Students develop a strong social consciousness that manifests in real social action. Monarch parents are involved in shared governance through active membership in Site Council and the Monarch Community School Parent Board. They are fundraisers. They are actively involved in school wide jobs. They are committed to clear communication with each other, the staff, and the students. Monarch parents are partners in supporting the educational mission of the school.

Mission

Students learn a foundation of skills and knowledge that will serve them well in life and in their academic careers. The Monarch "Bill of Rights" is the guide post for eliciting safe, pro-social behavior. All students are known well by many adults, including parents who volunteer in the classroom. The small size of the school, as well as parental and campus-wide involvement, help to create good spirit and a sense of community. Students are usually grouped according to their learning needs, not their grade level or age. Students take responsibility for their learning and the learning of their fellow students by creating and evaluating learning goals, developing excellent Habits of Mind, creating culminating projects, exercising choices at multiple points in the curriculum, and initiating real-world actions, including community service. Curriculum and instructional strategies are planned collaboratively and adapted to the learning styles and developmental stages of the students.

Leadership

Lysa Tabachnick is the principal of Branciforte Small Schools Campus including Monarch. She comes to the site with 6 years of prior administration experience and 16 years as a classroom teacher in both alternative and comprehensive education. Lysa holds a Standard Elementary Teaching Credential and a clear credential in school administration as well as a supplemental authorization in art. She is a former teacher at Monarch and is bilingual.

Parents, students, and all staff take part in decision making at Monarch Community School. The staff and the Monarch Parent Board work together to shape our students' educational experience.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	23
Grade 1	19
Grade 2	22
Grade 3	21
Grade 4	22
Grade 5	17
Total Enrollment	124

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0
Asian	4
Filipino	0.8
Hispanic or Latino	27.4
Native Hawaiian or Pacific Islander	0
White	62.9
Two or More Races	3.2
Socioeconomically Disadvantaged	42.7
English Learners	23.4
Students with Disabilities	12.1
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Monarch Community Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	5	6	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0		0
Santa Cruz City Schools	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	370
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at this School			
Monarch Community Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions		0	0

*   "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials Year and month in which data were collected: December 5, 2013	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Reading: A Legacy of Literacy - Houghton Mifflin Adopted 2001 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	EnVision - Pearson Aopted 2008 Investigations - Pearson Adopted 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	California Science - Macmillan McGraw Hill Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	History & Social Science (CA Edition) - Pearson Scott Foresman Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	**The textbooks listed are from most recent adoption:** Yes
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Monarch is located in a beautiful and historic building on the Branciforte Small Schools Campus. The October 2017 FIT report indicates that the Branciforte Small Schools Campus garnered a 96% overall rating. Overall cleanliness remains the primary area for improvement as indicated by the 82% rating. The most recent FIT report describes planned facility improvements and needed maintenance to ensure good repair.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/19/17				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			RM 23: AIR IS NOT WOKING RM 4: NO HEAT
Interior: Interior Surfaces	X			RM 26: BLINDS ARE BROKEN / ITEMS STACKED ON CABINETS / CRASH BAR ON DOOR DOESN'T WORK

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/19/17				
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			RM 16: ITEMS STACKED ON CABINET RM 2: BINDERS STACKED AND CABINET ON TOP OF SHELF RM 22: ITEMS STACKED ON CABINETS RM 27: ITEMS STACKED ON CABINET RM 6: BOOKCASE BY STAIRS NOT ANCHORED DOWN, ITEMS STACKED ON CABINETS RM 6A: ITEMS STACKED ON CABINETS
Electrical: Electrical	X			RM 14: LIGHT BULBS OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			GIRLS RESTROOM 3RD FLOOR: TOILET WILL NOT FLUSH, HANDLE IS NOT CONNECTED
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			OUTSIDE BOYS RESTROOM: ENTRANCE TILE ON FLOOR BASEMENT RM 1: CEILING TILE MISSING SEVERAL STAINED STAIRS: LOOSE COVER ON ALL STAIREWAYS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			RM 26: BLINDS ARE BROKEN / ITEMS STACKED ON CABINETS / CRASH BAR ON DOOR DOESN'T WORK
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	--	--	66	69	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	62	78	55	53	48	48
Math	58	63	48	45	36	37

* Percentages are not calculated 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	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	5.9	11.8	70.6

* Percentages are not calculated 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	59	9	15.25	77.78
Male	26	3	11.54	33.33
Female	33	6	18.18	100
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	39	7	17.95	71.43
Two or More Races	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	18	1	5.56	100

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	59	8	13.56	62.5
Male	26	3	11.54	66.67
Female	33	5	15.15	60
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	39	6	15.38	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	3	12	66.67
English Learners	--	--	--	--
Students with Disabilities	18	1	5.56	0

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
The parent-run Monarch Community Board is a nonprofit organization that oversees parent participation, parent education, fundraising, and community development. Monarch is a parent-participation school and has a parent-participation agreement. Parent participation is expected in the classrooms, and in school-wide jobs that help run the school. Parents are also expected to help with fundraising, and attend parent meetings. We depend on and highly value our families' support and involvement.

To become more involved, please call or visit the school office - (831) 429-3898

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.

School Safety Plan
The four schools at the Branciforte Small Schools Campus (BSSC) review the previous year's Safe School Plan and collaborate to write a new plan each year. Goal one in our 2017-18 plan is to continue to provide opportunities for caregivers and/or students to attend workshops related to positive discipline and trauma informed care. By March 2018, we will hold at least three presentations for caregivers and students related to the above topics. We will undertake a number of actions to meet this goal. We will continue to provide caregivers with access to evening support groups that can help increase positive communication with their students, increase outreach for attendance at these groups through the use of robocalls and advertisement, introduce trauma-informed care tenets to parents at conferences, and continue to incorporate a socioemotional professional development thread around implementation of trauma-informed care tenets.

The second goal in our 2017-18 plan is to continue to implement trauma-informed care strategies in the classroom to increase student and school safety. We will undertake a number of actions to meet this goal. We will monitor defiance/disruption referrals at the end of every quarter, monitor teacher data regarding student use of grounding/stress-reduction techniques at the end of every quarter, incorporate a socioemotional professional development thread around implementation of trauma-informed care tenets, develop and implement a neurosequential model/positive discipline classroom observation checklist, and administer surveys in the spring.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.4	0.6	0.3
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2015-2016
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	.125
Library Media Services Staff (Paraprofessional)	.2343
Psychologist	.2
Social Worker	.2
Nurse	.0625
Speech/Language/Hearing Specialist	.1
Resource Specialist	.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

*   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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	22	23	23				1	1	1			
2			21			1			1			
3	24	24					2	2				
5	30	30	30				1	1	2			

*   Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Teachers devote two afternoons per month to improve their skills as a Professional Learning Community (PLC) and to study student data through the process of a cycle of inquiry. Teachers have a clear process in place for identifying areas for improvement and utilizing professional development resources to support their curriculum planning. Teachers participate in professional development offered by the district and county office of Education as it pertains to the school-wide goals for the year.

16-17 professional development had two areas of focus;
Academic - based on ELL data teachers focused on implementing strategies to improve writing instruction for ELL students. An outside consultant/coach facilitated this part of the professional development.

School Culture Climate - Bases on the increased need of students for social emotional support staff continued to learn about Trauma informed schools philosophy and to implement it in the classroom and throughout the school. Self regulation for students and self care for staff have been the focus, whit attention to the use of the Neuro-Sequential Model in lesson planning. This was facilitated by an outside consultant, admin and the lead teacher.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$7,851	$1,242	$6,609	$69,139
District	♦	♦	$6,111	
State	♦	♦	$6,574	
Percent Difference: School Site/District			8.1	-1.4
Percent Difference: School Site/ State			0.5	

* Cells with ♦ do not require data.

Types of Services Funded
LCFF and Tile 1 funds supported two part time Learning assistants. These funds also helped support professional development targeted at the school's site plan goals.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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.