

# Monarch Elementary School

840 North Branciforte Ave. • Santa Cruz, CA 95062 • (831) 429-3898 • Grades K-5

Lysa Tabachnick, Principal

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www.monarch.santacruz.k12.ca.us

## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Santa Cruz City Schools

405 Old San Jose Road  
Soquel, CA 95073  
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### District Governing Board

Sheila Coonerty

Deedee Perez-Granados

Jeremy Shonick

Alisun Thompson

Patricia Threet

Deborah Tracy-Proulx

Claudia Vestal

### District Administration

Kris Munro  
Superintendent

Angela Meeker  
Assistant Superintendent  
Educational Services

Jim Monreal  
Assistant Superintendent  
Business Services

Molly Parks  
Assistant Superintendent  
Human Resources

### School Description

A Message from the Principal: Monarch is a small alternative school. 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.

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 eighth 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.

### Focus for Improvements

Monarch staff is focusing on improving instruction and assessment of writing by participating in professional development in 2013-2014.

Staff is in the process of building capacity to serve a significant English Learner population within the district. All teachers are CLAD certified. Staff are studying research based strategies and collaborating with the district to design proactive interventions in the enrollment process to promote enrollment and retention of more English Learner students within the school. Much of the focus of the school in the second half of the 2013-14 school year was on recruitment of English Learner students. The focus in 2014-2015 will be development of assessment and curriculum that meets these students' needs and is in alignment with our developmental philosophy.

Monarch uses a portfolio system that contains students' assessment results and samples of their work to document student progress and achievement.

The Monarch staff will continue to work on bringing their PLC (Professional Learning Community) to a higher level of collaboration and expanding each person's leadership role within the PLC. As part of this work, the Monarch staff, for the sixth year, will implement a project aimed to identify and provide support for students that are struggling academically. This strategy aligns with district implementation of the RtI (Response to Intervention) model. Staff will meet regularly to review student work and assessments in order to plan interventions and connect students with available resources.

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.

### Leadership

Lysa Tabachnick is the principal of Branciforte Small Schools Campus including Monarch. She comes to the site with 5 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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (831) 429-3898.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.0
Asian	2.2
Filipino	0.0
Hispanic or Latino	20.7
Native Hawaiian/Pacific Islander	1.1
White	65.2
Two or More Races	7.6
Socioeconomically Disadvantaged	44.6
English Learners	12.0
Students with Disabilities	7.6

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	15
Gr. 1	16
Gr. 2	16
Gr. 3	13
Gr. 4	11
Gr. 5	12
Gr. 6	9
<b>Total</b>	<b>92</b>

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Elementary School	12-13	13-14	14-15
Fully Credentialed	5	5	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	12-13	13-14	14-15
Fully Credentialed	♦	♦	5
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Monarch Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.04	0.96
High-Poverty Schools	98.70	1.30
Low-Poverty Schools	100.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

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
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Reading: A Legacy of Literacy - Houghton Mifflin Adopted 2001
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	EnVision - Pearson Aopted 2008  Investigations - Pearson Adopted 2008
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	California Science - Macmillan McGraw Hill Adopted 2007
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	History & Social Science (CA Edition) - Pearson Scott Foresman Adopted 2006

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Our beautiful school building is almost 100 years old. It was recently modernized and is in very good condition.

**School Facility Good Repair Status (Most Recent Year)**

**Year and month in which data were collected: 12/16/2014**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<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> Electrical	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				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science				72	64	66	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	75	62		60	62	60	54	56	55
Math	38	50		67	68	67	49	50	50
HSS							48	49	49

\* STAR Program was last administered in 2012-13. 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.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide			
Similar Schools			

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.7	66.7	8.3

\* 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.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	66	
All Student at the School		
Male		
Female		
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged		
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

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 further includes schoolwide jobs, fundraising, and attendance at parent meetings. We depend on and highly value our families' support.

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 School Climate State Priority (Priority 6):

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

### School Safety Plan

The four schools on the BSSC write a Safe School Plan together each year. The goals were as follows: 1) To increase opportunities for students, parents and/or teachers to attend workshops, presentations or sessions that will support mental health awareness in our community. 2) Continue to support gang prevention and intervention options in Costanoa High School

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.3	0.3	0.2
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75.0

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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)	0
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	.11
Psychologist	.20
Social Worker	0
Nurse	.06
Speech/Language/Hearing Specialist	.2
Resource Specialist	.3
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	21	15	15	1	1	1	0			0		
Gr. 1	21	8	5	2	2	3	0			0		
Gr. 2		7	8		2	2						
Gr. 3		6	7		2	2						
Gr. 4	21	6	11	1	2	1	0			0		
Gr. 5	27	16	12	0	1	1	1			0		
Gr. 6		7	9		1	1						

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 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/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,154	\$951	\$5,203	\$55,791
District	♦	♦	\$5,085	
State	♦	♦	\$4,690	
Percent Difference: School Site/District			2.3	-1.4
Percent Difference: School Site/ State			10.9	

**Types of Services Funded at Monarch Elementary School**

We do not receive any supplemental state or federal funds at this time. We use money raised by our parents to hire a part-time School Community Coordinator and a part-time learning assistant, and to provide materials and resources for our thematic curriculum.

**Professional Development provided for Teachers at Monarch Elementary School**

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 schoolwide goals for the year. We are part of the Coalition of Essential Schools and attend Fall Forum when possible.