

Monarch Elementary School

840 North Branciforte Ave. • Santa Cruz, CA 95062 • (831) 429-3898 • Grades K-6

Lysa Tabachnick, Principal

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Santa Cruz City Schools

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District Governing Board

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Frank Wells
**Assistant Superintendent
Educational Services**

Jim Monreal
**Assistant Superintendent
Business Services**

Molly Parks
**Assistant Superintendent
Human Resources**

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	14
Grade 1	19
Grade 2	21
Grade 3	19
Grade 4	17
Grade 5	10
Total Enrollment	100

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0
Asian	4
Filipino	1
Hispanic or Latino	32
Native Hawaiian or Pacific Islander	0
White	57
Two or More Races	4
Socioeconomically Disadvantaged	46
English Learners	25
Students with Disabilities	11
Foster Youth	0

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	14-15	15-16	16-17
With Full Credential	5	5	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	
Santa Cruz City Schools	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Monarch Elementary School	14-15	15-16	16-17
Teachers of English Learners	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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 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	100.0	0.0
Districtwide		
All Schools	96.9	3.1
High-Poverty Schools	95.9	4.1
Low-Poverty Schools	100.0	0.0

* 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 2016-17)

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Monarch is located in a beautiful and historic building on the Branciforte Small Schools Campus. In terms of safety, the school earned a 95% rating. Overall cleanliness is an area for improvement as indicated by the 75% rating. In the most recent FIT report, the overall rating was "Good" at 93.55%. The FIT report conducted October 19, 2015 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: 10/19/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	75	62	55	55	44	48
Math	75	58	46	48	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	19	4	21.1	50.0
	4	17	3	17.6	100.0
	5	--	--	--	--
Male	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	--	--	--	66	66	69	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	11	2	18.2	50.0
	4	--	--	--	--
	5	--	--	--	--
Black or African American	3	--	--	--	--
Asian	4	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	13	2	15.4	100.0
	4	12	2	16.7	100.0
	5	--	--	--	--
Two or More Races	3	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	19	4	21.1	75.0
	4	17	3	17.6	100.0
	5	--	--	--	--
Male	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Female	3	11	2	18.2	50.0
	4	--	--	--	--
	5	--	--	--	--
Black or African American	3	--	--	--	--
Asian	4	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	13	2	15.4	100.0
	4	12	2	16.7	100.0
	5	--	--	--	--
Two or More Races	3	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 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 (School Year 2016-17)

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 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. Last reviewed: Feb 2016, Last updated: Feb 2016, Last discussed: May 2016
School Site Council

The vision is: Branciforte Small Schools Campus is a school where students and staff value and are committed to safety, the power of positive relationships, and student success. Students are able to learn and be successful when they feel safe and when they have positive relationships with their teachers and fellow students.

The goals were as follows:

Goal #1 Increase opportunities for caregivers and/or students to attend workshops related to positive discipline, trauma informed care, anxiety, and depression.

Measurable Objectives:

- a.) By March 2017, hold at least three presentations for caregivers and students related to the above topics.
- b.) Parents will increase attendance at positive discipline support groups.

Goal #2 – Implement trauma-informed care strategies in the classroom to increase student and school safety.

Measurable Objective-

- a.) Improve student's self-regulation skills with the outcome of reducing class misconduct and defiance referrals at Costanoa and Monrach by 25% from 2015-16 to 2016-17. (CHS)
- b.) Obtain a baseline of counseling referrals for 2015-16 and decrease number of counseling referrals to support students. (schoolwide)
- c.) All teachers will implement trauma-informed care and positive discipline tenets into teaching practice as evidenced by co-principal classroom observations.
- d.) Staff attendance will increase at mindfulness sessions.
- e.) Teachers will increase knowledge and use of trauma informed care practices as measured by February 2016 and February 2017 survey and classroom observations.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.2	0.4	0.6
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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		75.0

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)	.25
Library Media Teacher (Librarian)	.125
Library Media Services Staff (Paraprofessional)	.2343
Psychologist	.2
Social Worker	.2
Nurse	.063
Speech/Language/Hearing Specialist	.2
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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	20	22	22	1				1	1			
3	20	24	24	1			1	2	2			
5		30	30					1	1			
6	32						1					

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.

15-16 professional development had two areas of focus;

Academic - based in ELL data teachers focused on implementing strategies to improve writing instruction for ELL students. An out-side consultant/coach facilitated this part of the professional development.

School Culture Climate - Based on the increased need of students for social emotional support staff began to learn about Trauma informed schools philosophy and how it might be implemented in the classroom and through out the school. This was facilitated by an outside consultant, admin and the lead teacher.

FY 2014-15 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/.

Types of Services Funded

LCFF and Title 1 funds supported two part time Learning assistants for the second half of the school year. 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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,367	\$1,074	\$6,104	\$61,200
District	♦	♦	\$5,132	
State	♦	♦	\$5,677	
Percent Difference: School Site/District			18.9	-1.4
Percent Difference: School Site/ State			7.5	

* Cells with ♦ do not require data.