



Monarch Community Elementary School/Branciforte Small Schools Campus

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

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**2019-20 School Accountability Report Card
Published During the 2020-21 School Year**



Santa Cruz City Schools

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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 multi-age 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

Each year, students successfully "graduate" 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.

Graduating students demonstrate 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. During Distance Learning, Monarch is continuing 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 and a curiosity for learning 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 positive school climate 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

Michelle McKinney is the principal of Branciforte Small Schools Campus including Monarch. She comes to the site with 11 years as a classroom teacher in both alternative and comprehensive education; seven of those years included serving as Lead Teacher for the school. Michelle holds a Multi-Subject Teaching Credential and is clearing her credential in school administration. She is a former teacher at Monarch and is functionally 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	23
Grade 1	24
Grade 2	23
Grade 3	20
Grade 4	24
Grade 5	20
Total Enrollment	134

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3
Asian	3
Hispanic or Latino	25.4
White	64.2
Two or More Races	4.5
Socioeconomically Disadvantaged	29.1
English Learners	16.4
Students with Disabilities	13.4

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 for Monarch Community	18-19	19-20	20-21
With Full Credential	7	6	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Cruz City Schools	18-19	19-20	20-21
With Full Credential	♦	♦	309
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Monarch Community Elementary School/Branciforte Small Schools Campus

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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 2020

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	Eureka Math/Great Minds Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	FOSS: Full Option Science System - Delta Education 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

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 11/05/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	MPR: THE HEAT IS NOT WORKING
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	2NF FLOOR RESTROOM: SINK IS LEAKING
Safety: Fire Safety, Hazardous Materials	Good	MAIN OFFICE: ALARM PANEL IS HAVING SOME ONGOING ISSUES
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM 15: DOOR HANDLE IS LOOSE

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	Good	

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. 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); 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.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	64	N/A	53	N/A	50	N/A
Math	18	N/A	46	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	--	N/A	44	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-21)

The parent-run Monarch Community Board is a nonprofit organization that oversees parent participation, parent education, fundraising, and community development. Monarch is a family-participation school and has a family-participation agreement. Family participation is expected in the classrooms, and in school-wide jobs that help the school function. Family members are also expected to help with fundraising, read all school communications, and attend parent meetings. We depend on and highly value our families' support and involvement.

In addition, parents can choose seats on standing school, site and district committees such as ELAC, LCAP oversight committee, and Santa Cruz Education Foundation.

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 (School Year 2020-2021)

The School Site Council that represents our four schools at the Branciforte Small Schools Campus (BSSC) reviews the previous year's Safe School Plan and collaborates to write a new plan each year. A goal in our 2020-21 plan is to continue to implement Restorative Justice practices in classrooms and among staff and parents. We continue to implement practices from our past years of intensive professional development in Positive Discipline in the Classroom and Trauma-Informed Schools. We undertake a number of actions to meet this goal: continue to hold positive discipline support group classes, explicitly teach and practice self-regulation techniques, provide training for implementation of restorative justice practices, and focus on the neurosequential model in lesson design in various professional development sessions.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	0.0	0.8	1.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	1.8	N/A
Expulsions	0.0	0.06	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	670

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0.6
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

*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 Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		2		23		2				2	
3	23		2		23		2					
5	27		2		25		2					
Other**									22		6	

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

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	14	17	20

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.

20-21 professional development had two areas of focus:

Academic Literacy/ELL - based on ELL data teachers focused on implementing strategies to improve writing and math instruction for ELL students. 1. Teachers participated in District and County PD opportunities for effective distance learning tools and practices. 2. School staff participated in a three-day Project Based Learning 101 (Buck Institute) training that illuminated the structures and processes of planning project-based lessons and units. Continual support is available through PBL 101 staff coaching, and consultation with veteran teachers. 3. A veteran teacher provides systematic PD in Cognitively Guided Instruction for Math for the rest of the staff.

School Connectedness - In efforts to maintain zero suspensions and expulsions, all staff are learning about Restorative Justice practices. Based 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, with attention to the use of the Neuro-Sequential Model in lesson planning. This is facilitated by an outside consultant, admin and the lead teacher. In monthly PLC meetings, staff is participating in a book study related to trauma-informed practices.

19-20 professional development had two areas of focus:

Academic Literacy/ELL - based on ELL data teachers focused on implementing strategies to improve writing and math instruction for ELL students. 1. An outside consultant/coach facilitated this part of the professional development. 2. A veteran teacher provides systematic PD in Cognitively Guided Instruction for Math for the rest of the staff. 3. A veteran teacher has analyzed writing samples with a lens for areas for improved support for students learning English as an additional language. 4. A representative from Behavioral Specialist firm performed two hours of PD regarding working with neuro-diverse students.

School Connectedness - In efforts to reduce suspensions and expulsions, all staff are learning about Restorative Justice practices. Based 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, with attention to the use of the Neuro-Sequential Model in lesson planning. This was facilitated by an outside consultant, admin and the lead teacher.

18-19 professional development had two areas of focus:

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

School Connectedness - In efforts to reduce suspensions and expulsions, all staff are learning about Restorative Justice practices. Based 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, with 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 2018-19 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	District Amount	State Average for Districts In Same Category
Teacher Salaries		
Administrative Salaries		

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10,091	2,300	\$7,790	\$72,695
District	N/A	N/A	\$7,434	\$84,534
State	N/A	N/A	\$7,750	N/A

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	4.7	-15.1
School Site/ State	0.5	-25.9

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

Types of Services Funded

LCFF and Title 1 funds supported two part-time Learning assistants, as well as an after-school enrichment program to support students who are learning English as an additional language. The majority of Title I was dedicated to Professional Development in conjunction with UC Santa Cruz staff on Integrated ELD in project-based, thematic learning units. These funds also helped support professional development targeted at the school's site plan goals with student outcomes as success indicators, and books and materials to support the school's ongoing anti-bias and Community of Belonging initiative. In efforts to offer students optimal learning environments these funds also partially funded adaptive, flexible classroom furnishings.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.