

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Monarch Community Elementary School/Branciforte Small Schools Campus
Address	840 North Branciforte Ave. Santa Cruz, CA 95062
County-District-School (CDS) Code	44698156108203
Principal	Michelle McKinney
District Name	Santa Cruz City Schools
SPSA Revision Date	Apri. 15 , 2023
Schoolsite Council (SSC) Approval Date	May 6, 2023
Local Board Approval Date	June 16, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 3
- School Profile 7
- Educational Partner Involvement 8
- School and Student Performance Data 9
 - Student Enrollment..... 9
 - CAASPP Results..... 11
 - ELPAC Results 15
 - Student Population 18
 - Overall Performance 20
 - Academic Performance 21
 - Academic Engagement 27
 - Conditions & Climate..... 30
- Goals, Strategies, & Proposed Expenditures..... 32
 - Goal 1 32
 - Goal 2..... 35
 - Goal 3..... 38
 - Goal 4..... 42
 - Goal 5..... 45
- Annual Review and Update 46
 - Goal 1 46
 - Goal 2..... 48
 - Goal 3..... 50
 - Goal 4..... 52
 - Goal 5..... 54
- Budget Summary and Consolidation 55
 - Budget Summary 55
 - Allocations by Funding Source..... 55
 - Expenditures by Funding Source 56
 - Expenditures by Budget Reference 57
 - Expenditures by Budget Reference and Funding Source 58
- School Site Council Membership 59
- Recommendations and Assurances 60

School Vision and Mission

Monarch Alternative Community School
Long Range Plan
Revised May 2023

Basic Assumptions:

At Monarch Community School we believe that for a school to operate effectively, its staff, parents, and students need to have a shared educational philosophy. We believe that learning is a lifelong process, that we are all learners, (students, teachers, and parents alike), and that there are developmental stages of social and academic maturity. People learn best from hands-on experiences both individually and in multi-age groups. Finally, and perhaps most importantly, we must feel safe and cared for in order to develop to our fullest potential.

Philosophy:

At Monarch, we believe that learning happens best when we are all working together, (students, teachers, and parents), to develop a rich learning environment spanning home, school, and the greater community. We are committed to providing a developmentally appropriate learning environment in which students are 'constructing' their own knowledge connected to their real lives and building upon their prior experiences. We believe that students learn best when they are involved and engaged in purposeful learning in which they have:

Ownership and responsibility

A balance of choice and direction, experience and practice
Knowledgeable guides (adults, parents, mentor students)

At Monarch, we nurture a culture of respect, where each individual works toward his or her personal best both academically and socially.

What follows are descriptions of the Guiding Principles and Practices that are rooted in our assumptions about learning, and bring our philosophy to life. They are generally broken down into three component areas: 1) Social-Emotional Curriculum, 2) Academic (Cognitive) Curriculum, and 3) Shared Governance/Community Relationships.

Component I

Social-Emotional Curriculum:

Guiding Principles:

The social-emotional curriculum is the foundation of our program. It is based on our beliefs about what is important for the social and emotional functioning of the school community. Our first and foremost goal is to create a healthy environment of mutual respect and dignity for both children and adults. This foundation gives the academic curriculum a place to root itself and grow. To that end, we address several overall areas of social-emotional development:

Intrapersonal skills: the ability to understand personal emotions and to use that understanding to develop self-discipline and self-control and to learn from experiences.

We work toward helping young people develop into empowered, compassionate beings.

We support students in developing self-awareness so they can use their personal power to make choices that influence what happens to them as individuals and the community as a whole.

We create curriculum that develops self-esteem, a sense of competence, and a desire to learn.

Interpersonal skills: the ability to work with others through listening, communicating, cooperating, negotiating, sharing and empathizing.

Spending time together in mixed-age groupings builds community and fosters a caring, closer-knit community.

We need to feel safe and included in order to develop to our fullest potential.

Students and adults need to feel that they contribute in meaningful ways and are needed.

All students and adults are capable people working toward their personal best.

We are all working toward being the best communicators and problem solvers we can be.

Systemic skills: the ability to respond to the limits and consequences of everyday life with responsibility, adaptability, flexibility and integrity.

We nurture tolerance, social justice, and personal responsibility.

We encourage students to take risks. We see making mistakes as an important part of social emotional development and learning.

We guide students toward developing self-motivation and self-direction in social and academic pursuits.

We lead students toward a sense of industry and competence, in both work and play.

Judgment skill: the ability to develop wisdom and evaluate situations according to appropriate values.

We all have personal power that we can use to make good choices and influence what happens to our community and us.

We all work toward understanding how our behavior affects others, our community and the greater community.

Students and adults need to have many opportunities to improve their communication and problem solving skills through daily practice.

As students grow, we expect them to take on more responsibility for themselves, others and the community.

Adults in the community accept responsibility for aiding and guiding students in their social emotional growth.

Adults role model the same open communication skills and problem solving techniques they wish students to use with each other in their behavior with other adults.

Adults are facilitators who direct children toward pro-social behaviors.

The staff shares a commitment to providing kind, firm behavior agreements and consequences.

Current Practices:

Staff works collaboratively on both academic and social emotional issues.

Reading Buddies are used to develop and promote multi-age peer interactions, as are frequent cooperative, small group projects.

Our School Bill of Rights is used as a guide for behavior. A school-wide behavior agreement based on this is discussed and signed by all families when the year starts. This is to be realigned with current practices/systems. Both are referenced frequently throughout the year.

Class meetings, all school community meetings, student leadership team, parent meetings, and staff meetings are all used as places to problem solve and discuss issues. They also serve to develop leadership skills and shared responsibility for our school community.

We all work to take responsibility and care for our community, school, materials and each other through classroom and school wide jobs.

Fun days, field trips, and learning celebrations are used to build community, share and celebrate.

Reestablish a shared language for problem solving and to create clear and reasonable consequences when needed, based on Trauma Informed, Positive Discipline and Restorative Justice practices .

Social activism and community service components of our program are developed.

Positive Discipline skills training for staff and parents is developed.

School-wide diversity and inclusion strategies and education are in place.

Support Monarch Community and Parent Board in various diversity celebratory events (i.e. Dia del Nino).

All BSSC shared professional development in Trauma Informed Schools.

Flexibility with location and structure of Community Meeting to meet the needs of the current student population.

In 2015-16, addition of part-time counseling services.

Practices we are working toward:

Strengthen social activism and community service in all classes.

Supporting and developing the economic, ethnic, and language diversity of our community.

Investigate an anti-bias curriculum, i.e. Teaching Tolerance

Reestablish shared language regarding logical and reasonable consequences regarding behavior - 'expected' and 'not expected' across classrooms.

Component II

The Academic (Cognitive) Curriculum

With a strong and stable social-emotional curriculum as a foundation, the academic curriculum offers the students the framework to stretch themselves intellectually. Over the years at Monarch students progress from learning skills to developing and mastering these skills and then applying them. Through experiential learning they broaden and deepen their understanding of themselves and the world around them.

Guiding Principles:

1. Teaching and facilitating:

Developmentally appropriate practice focuses on taking students from where they are and guiding them towards achieving their full potential. Developmentally appropriate practice is rooted in constructivist theory which is based on the idea that learning is most meaningful when based upon prior experience and connected to real life. Adults in a constructivist classroom scaffold student learning supporting students in stretching beyond their comfort zone and challenging them to reach beyond their current understandings. Engaging curriculum strategies that incorporate the Multiple Intelligences (linguistic, logical-mathematical, spatial, bodily kinesthetic, musical, interpersonal, intrapersonal, and ecological) are essential.

Students are grouped in a variety of heterogeneous and homogenous groupings, with a low student to adult ratio. Adults and student mentors are integral to each student's success, as they assist the students in creating goals, taking responsibility for and reflecting upon their own learning.

2. Curricular planning:

We have created a thematic multi-year curricular plan that is used school-wide. We use "backward planning" (Understanding by Design) methods to design curriculum and establish essential questions that guide thematic learning. Basic skills and Common Core State Standards (CCSS) are integrated into this plan as appropriate. Input to the curriculum comes from staff, students, and parents. The staff engages in training to support the process and refine their craft. Teachers have collaborative planning time in which they prepare the environment for learning, design curriculum, plan lessons, and coordinate instruction.

3. Assessment and accountability:

Our assessment system is based on portfolios that contain student work samples, assessments and rubrics that each student maintains throughout their time at Monarch. We utilize authentic assessment such as reflection on the student's own learning, self-evaluation, teacher observation, basic skills assessment (to inform instruction), and provide ongoing progress information for parents as well as the greater community. Student portfolios, in combination with the assessment practices, give a balanced, authentic representation of the students' learning. Exit criteria presentations are the culminating rite of passage where students exhibit and present evidence of their learning over their years at Monarch.

Current Practices:

Our math, reading and writing workshops offer differentiated instruction, which is designed to take advantage of small, ability-based, multi-age, group instruction.

Thematic centers and activities offer student opportunities for student- or teacher-selected, adult- or student-directed activities.

We offer elective courses that are led by teachers, parents, students, and other community volunteers and reflect the instructor's interests.

We offer choice time (exploration, play, and creativity), projects and learning centers.

We provide school wide inquiry-based, thematic, integrated curriculum school wide.

We integrate the Habits of Mind and Exit Criteria expectations throughout the students' years at Monarch.

We provide access to art, music, and P.E.

Students have opportunities for multi-age social and academic activities.

Teachers, students and parents collaborate to generate the students' learning goals.

Teachers connect lesson planning with formative assessments.

We maintain portfolios of select student work and assessments.

Parent conferences occur twice a year (more often if needed) to keep parents informed of students' achievements and needs. At least one of these conferences is student led.

Twice yearly progress reports and conference records are maintained.

We provide training opportunities for our in-class adult community in order to have everyone (staff and volunteers) connected and working together in the best academic interests of the students.

We have a clearly defined family participation component that supports our academic goals.

We have standardized and formalized assessment components of our academic program, including development of school-wide formative assessments.

Students of Concern format is used three times a year to implement supports and on-going assessment for struggling students.

Working with English Language Development consultants' on integrating ELD strategies into curriculum

Adding additional components to the student portfolios, including reflections and observations, and/or project-specific rubrics.

Adjusted grade span in portfolio system to TK-2 and 3-5

Added exit criteria reference in Thematic Planning documents

Practices we are working toward:

More functionally integrating the portfolios into the students' learning process by using developmental rubrics in each subject area.

Improving our ability to generate and evaluate clear academic and social goals that are both teacher and student initiated and measurable.

Continue building intervention support opportunities for struggling and language diverse students.

Establishing a school community and culture where everyone feels safe, respected and heard (students, staff and parents).

Component III

Shared Governance/Community Relationships

In order for the social emotional and academic components to flourish, many different systems and activities must function behind the scenes. We are a small, public school with limited funding. In order to provide the variety of educational options and small group instruction we feel is critical to student learning, we need a committed parent community who are highly involved in the education of our students and the running of our school. At Monarch it really does take the whole village to raise a child.

Guiding Principles:

We share a community-wide vision and philosophy. We understand that this philosophy develops, grows, and changes over time, but we work to maintain its focus.

We are a small, family oriented, cooperative community that relies on dependable family participation. We offer equal access to our program regardless of in-district address, ability, personal connections, and language. All families are welcome.

We hope to instill a sense of social responsibility, ecological awareness and an understanding of the deep connection between the inner life of people and the surrounding environment.

We recognize the necessary relationship between school and community. We strive to maintain a positive image in the community through open communication. We work to build and maintain positive relationships with the community (district, S.C., etc.), other schools, other teachers, etc.

All levels (students, parents, and staff) participate in governance of the school.

Current Practices:

Many of these practices apply to more than one principle. The following bullet points are grouped according to the primary constituency they concern.

Monarch Community School

Courses - weekly, parent/student, or volunteer led elective courses whose focus is team building and social ease among multi-age members.

Field trips – monthly school-wide and/or core group trips generally related to current curricular themes.

Family participation Agreement – families provide consistent classroom assistance as well as participate in out-of-classroom projects or jobs.

Student Leadership Team – has community-based responsibilities including planning and presiding at school events, as well as events outside the school community.

Fundraising

Parent meetings – classroom, committee, emergency, community building, planning, and parent education/training.

Regular class meetings, all-school weekly meetings

Prompt response to parent concerns

Open, consistent communication between school and home (newsletter, phone tree, email, buddies, classroom coordinators, weekly school bulletins, one-on-one conferencing).

District

Open enrollment

Adhere to district mandates and policies

Maintain positive relationship with the district
Open to visits from district and school board
Maintain positive relationship with teachers' and classified employees' unions
Santa Cruz Education Foundation
CHS buddy classes
All BSSC events (i.e. Dia del Nino, Storytelling Festival, etc.)
All BSSC Site Council
All BSSC and Branciforte Middle School shared professional development in Trauma Informed Schools
Representation on district-wide committees, task forces, PLCs

State

Site Council – oversees LCAP funds, annual Site Plan/Single Plan for Student Achievement, when funds are available
Consider Common Core State Standards in curriculum planning
Maintain positive relationship with state
Adhere to Ed code, Section 504 and IEP rules, including instructional minutes, staffing ratios, etc.
Advocate for increased revenues

Global

Guest speakers who share their experiences
Field trips
School wide projects

Practices we are working towards:

Increasing family participation
Increasing fundraising including grant writing
Develop school-wide and/or group specific project focused on community service and social justice
Clarify and develop role of student leadership team
Increasing participation in ELAC
Regular interaction/outreach with local Headstart
Recruiting and maintaining support staff (Community Coordinator, learning assistants, etc.)

References

Koetzsch, R. (1997). *The Parents' guide to alternatives in education*. Boston, MA: Shambala.
Nelson, J., Lott, L., & Glenn, S. (2000). *Positive discipline in the classroom: Developing mutual respect, cooperation and responsibility in your classroom*. Roseville, CA: Prima Publishers.
Rogoff, B., Goodman Turkanis, C., & Bartlett, L. (2001). *Learning together: Children and adults in a school community*. Oxford; New York: Oxford Univ. Press.

School Profile

In 2022-2023, Monarch School welcomed students back into the five classrooms. Teachers maintain Google Classroom in case students are COVID quarantined and require short-term independent study. The school's academic focus will be to accelerate learning by intentionally implementing high-impact instructional strategies. Reinvigorating in-person social-emotional growth is equally attended to through teachers' re/certification in Positive Discipline in the Classroom, learned more about Trauma-Informed teaching practices, and learned more about neuro-atypical students and how to best support them. Monarch School is able to support the five classrooms with part-time paraeducators, and one classroom is hosting a student teacher from a local university program. Students are interacting with multi-age classroom peers; the school is able to offer in-class parent participation on a limited basis due to COVID; the school is resuming its schoolwide thematic, project-based science and social studies units; and multi-age literacy and mathematics workshops will be in place.

Professional development included review and updating of the school's Long Range Plan; learning about the Science of Reading from a consultant; mentoring around the Readers Workshop curriculum; Cognitively Guided Instruction in Mathematics; and Neuro-Resilient Practices. The Family Education team hosted three evenings centering around Restorative Justice in Schools, Assessment and Progress Monitoring at our alternative school in the fall; art activities that integrate the eight Mathematical Practice Standards in the winter; and Digital Wellness and a panel of alumni which

discusses 'Life After Monarch'.

- -----

Monarch is a small alternative elementary 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 State 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 five multiage classrooms. Children are grouped according to their academic and social strengths, 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.

This year, students successfully “graduated” from Monarch to Branciforte and Mission Hill Middle Schools, Mission Hill Middle School, Alternative Family Education (AFE) Home school, and private schools. Monarch is a school of choice in the Santa Cruz City Schools District so prospective students' families must apply for Intra-District Transfer. Monarch maintains a waiting list in the primary grades.

Every year, 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.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

This plan is reviewed and approved annually by the School Site Council, which consists of students, parents, classified and certificated staff, and administrators. In addition, the parent group reviews this document while setting fundraising goals. The plan is available to stakeholders via the school's website. District personnel, Director of Curriculum, and Assistant Superintendent of Instruction also provide input and suggestions for goal setting based on student data.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0%	%	0%			0
African American	0.9%	0.83%	0.85%	1	1	1
Asian	4.3%	4.96%	4.27%	5	6	5
Filipino	%	%	0%			0
Hispanic/Latino	25.0%	20.66%	19.66%	29	25	23
Pacific Islander	%	%	0%			0
White	63.8%	63.64%	61.54%	74	77	72
Multiple/No Response	6.0%	9.09%	11.97%	7	11	14
	Total Enrollment			116	121	117

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	21	17	18
Grade 1	24	25	15
Grade 2	21	23	23
Grade3	18	21	25
Grade 4	12	18	20
Grade 5	20	17	16
Total Enrollment	116	121	117

Conclusions based on this data:

1. The multi-age nature of the classrooms allows families to enroll multiple members of their families in a school with consistent pedagogy, rigor, and emphasis on social/emotional curriculum.
2. The current classroom configuration necessitates enrolling students in to the intermediate classrooms, therefore creating inconsistency in commitments and understanding of pedagogy and expectations of rigor, and invites students who have been chronically unsuccessful to have opportunities for building different sets of skills and coping strategies.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	14	10	8	12.10%	8.3%	6.8%
Fluent English Proficient (FEP)	5	4	4	4.30%	3.3%	3.4%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. Students are not reclassifying while in the K-5 grades.
2. Over the years, the school's EL population is continually declining.
3. In order to stay within EL parity for the District average, the school might increase its EL population by 10% by the beginning of 2023-24.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	19	21		0	*		0	*		0.0		
Grade 4	12	18		0	6		0	6		0.0	33.3	
Grade 5	20	17		0	9		0	9		0.0	52.9	
All Grades	51	56		0	18		0	18		0.0	32.1	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*			*			*	
Grade 4		*			*			*			*			*	
Grade 5		*			*			*			*			*	
All Grades	N/A	N/A	N/A		27.78			11.11			22.22			38.89	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	

Conclusions based on this data:

1. The data presented in these tables is not statistically significant.
2. Not statistically significant sample size.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	19	21		0	4		0	4		0.0	19.0	
Grade 4	12	18		0	6		0	6		0.0	33.3	
Grade 5	20	17		0	9		0	9		0.0	52.9	
All Grades	51	56		0	19		0	19		0.0	33.9	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*			*			*	
Grade 4		*			*			*			*			*	
Grade 5		*			*			*			*			*	
All Grades	N/A	N/A	N/A		10.53			36.84			10.53			42.11	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	

Conclusions based on this data:

1. Not statistically significant sample size.
2. The data presented in these tables is not statistically significant.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		4	4	
All Grades										12	10	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	18.18	*		36.36	*		45.45	*		0.00	*		11	*	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	45.45	*		27.27	*		27.27	*		0.00	*		11	*	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	9.09	*		18.18	*		36.36	*		36.36	*		11	*	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	36.36	*		63.64	*		0.00	*		11	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	54.55	*		18.18	*		27.27	*		11	*	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	9.09	*		54.55	*		36.36	*		11	*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	9.09	*		54.55	*		36.36	*		11	*	

Conclusions based on this data:

1. The data presented in these tables is not statistically significant.
2. Not statistically significant sample size.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
121	23.1	8.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Monarch Community Elementary School/Branciforte Small Schools Campus.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	10	8.3
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	28	23.1
Students with Disabilities	20	16.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.8
American Indian		
Asian	6	5.0
Filipino		
Hispanic	25	20.7
Two or More Races	11	9.1
Pacific Islander		
White	77	63.6

Conclusions based on this data:

1. The school is within SED parity for the District average.
2. The school's population of students with disabilities is within the Rtl pyramid model's 20/80 Tier 3 to Tiers 1 and 2 expectation.
3. In order to stay within EL parity for the District average, the school might increase its EL population by 10%.

School and Student Performance Data

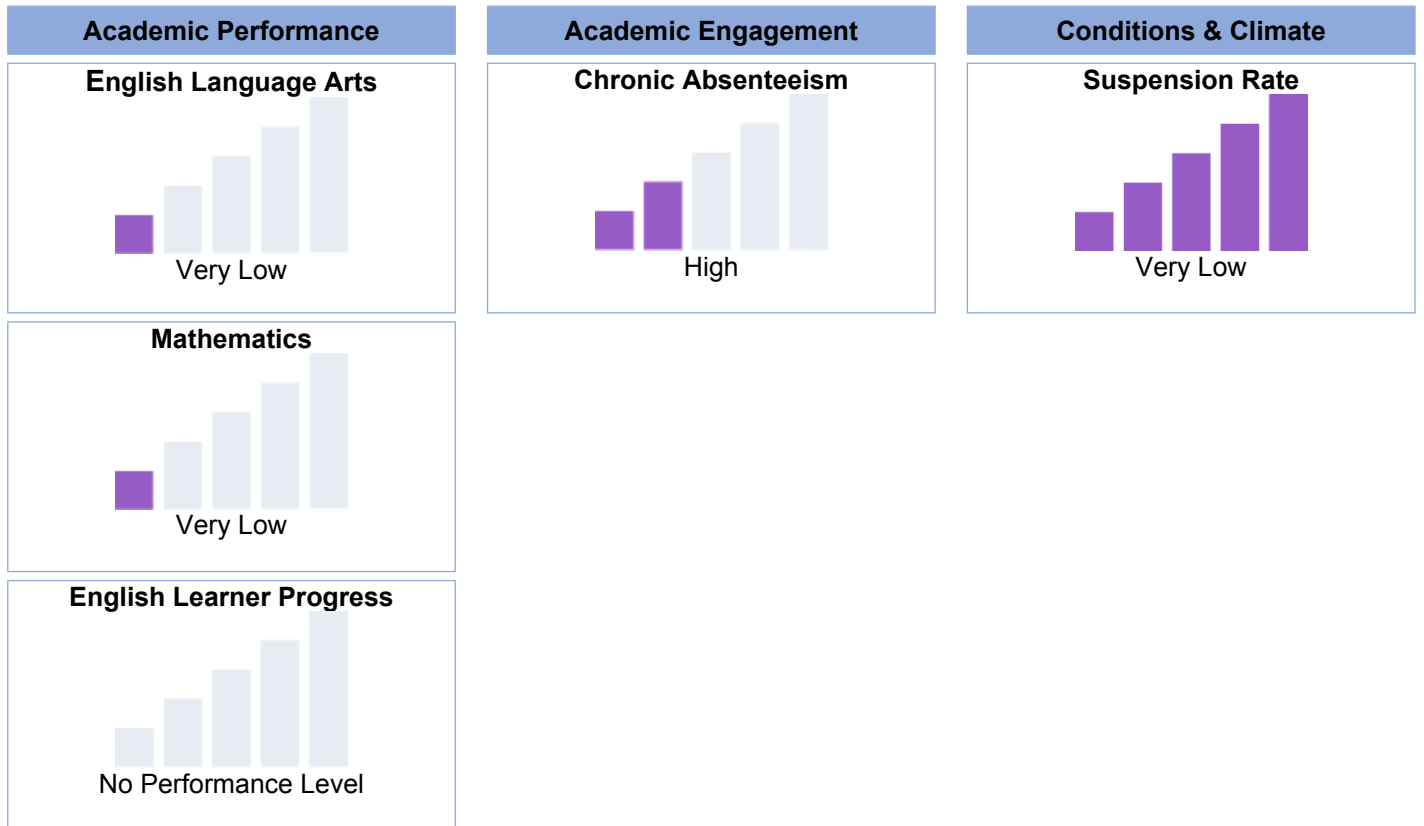
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

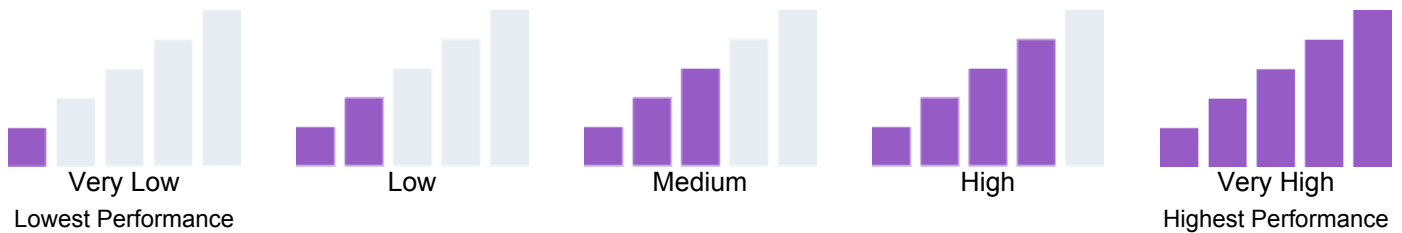
1. Chronic absenteeism is a place for improvement.

School and Student Performance Data

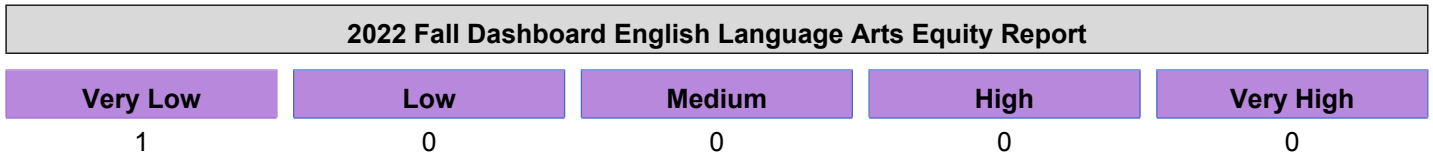
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

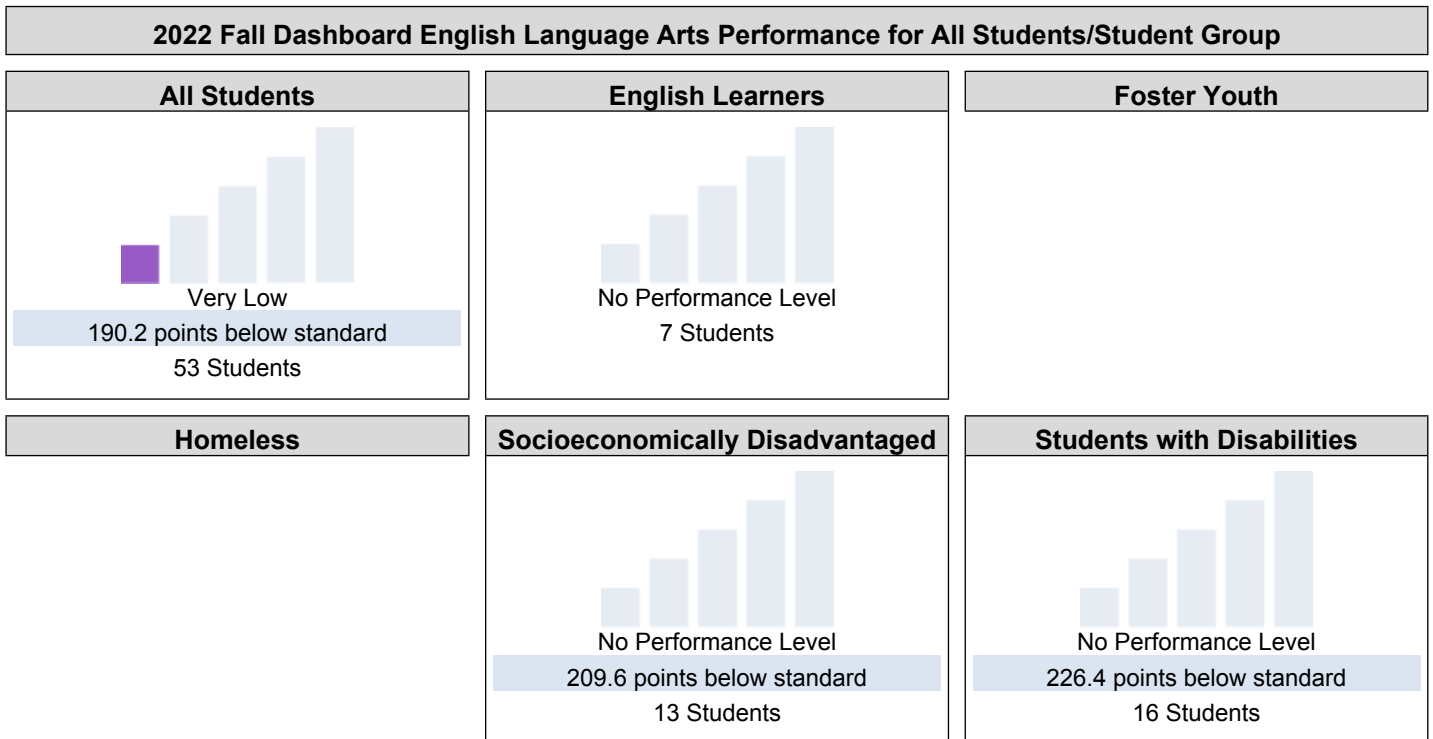
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



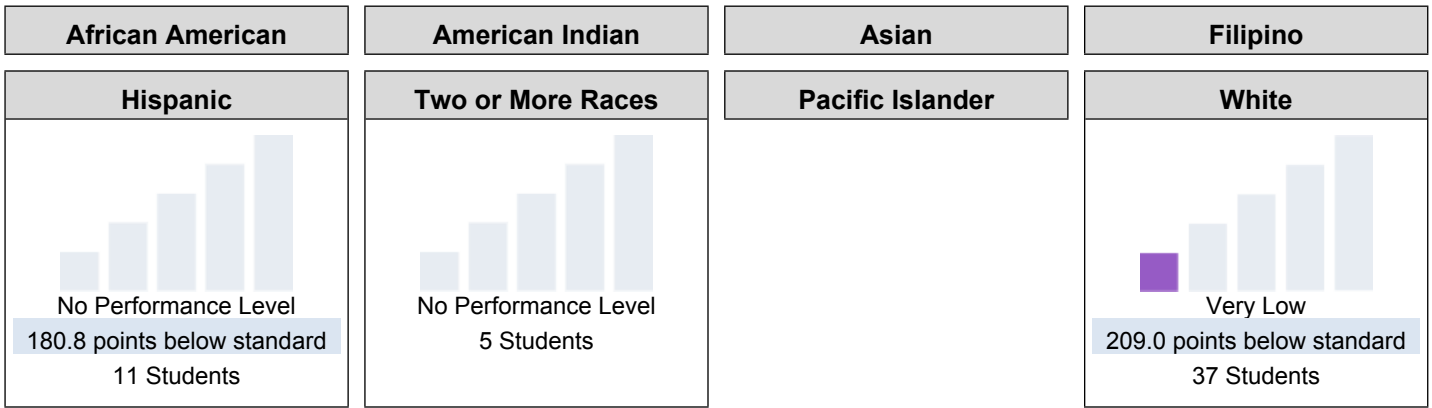
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6 Students		203.7 points below standard 45 Students

Conclusions based on this data:

1. Not statistically significant sample size.
2. The data presented in these tables is not statistically significant.

School and Student Performance Data

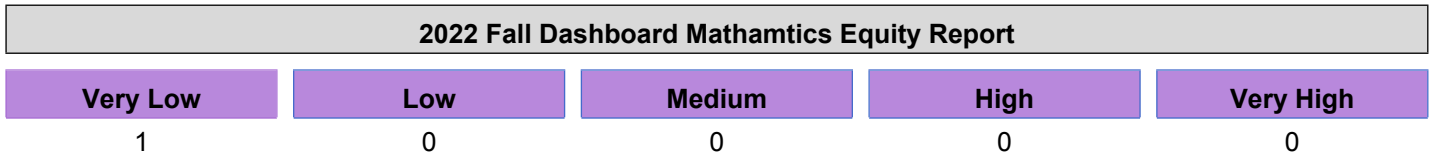
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

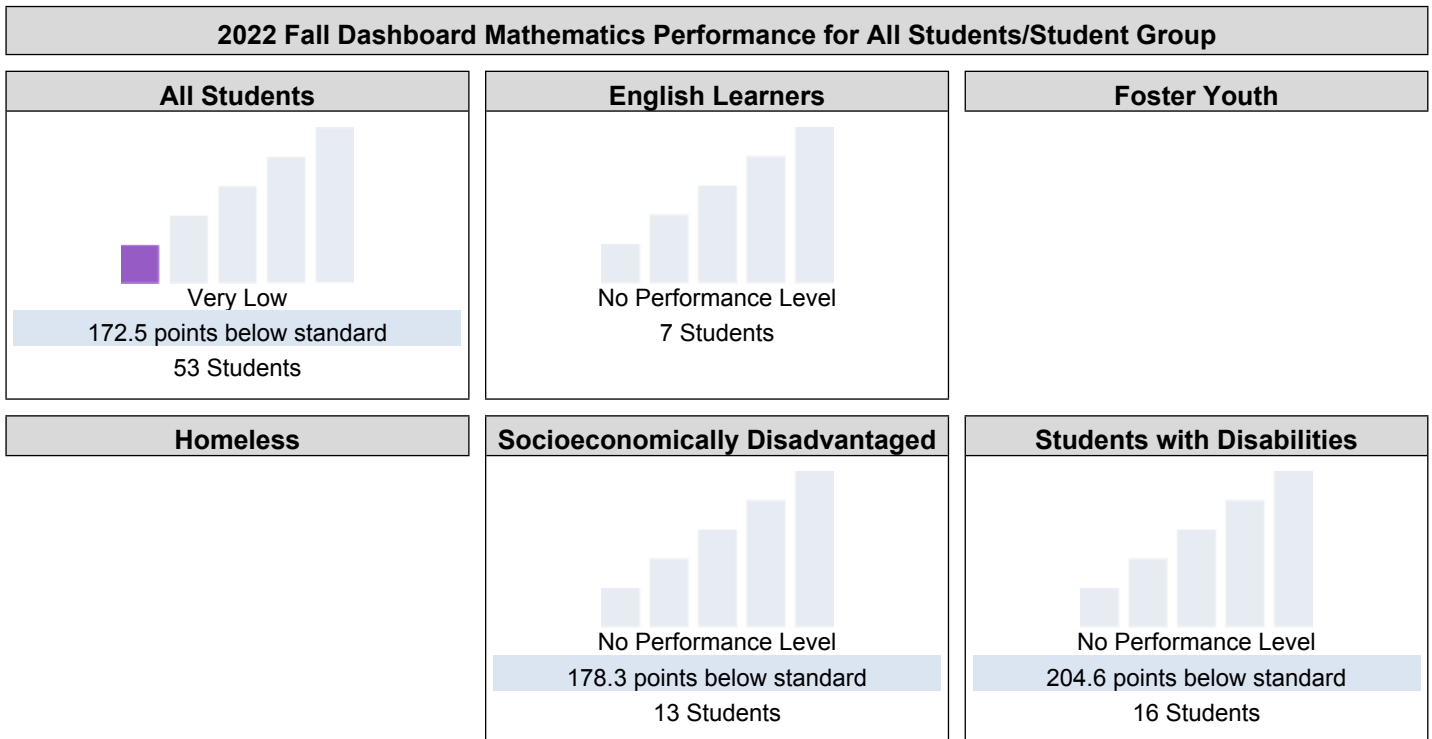
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



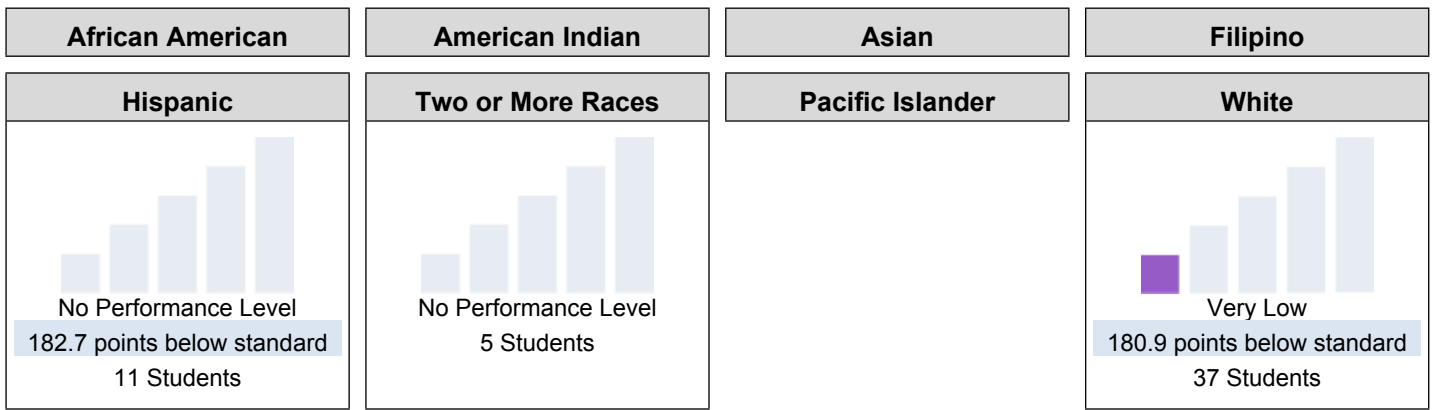
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6 Students		180.8 points below standard 45 Students

Conclusions based on this data:

1. Not statistically significant sample size.
2. The data presented in these tables is not statistically significant.

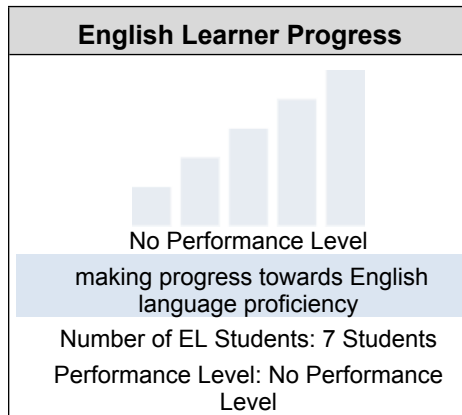
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

- The school will construct goals that will support English Language Learners.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

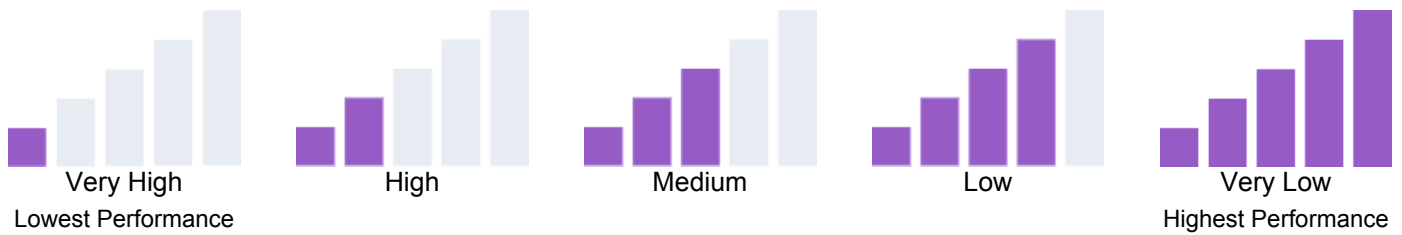
1. Not statistically significant sample size.
2. The data presented in these tables is not statistically significant.

School and Student Performance Data

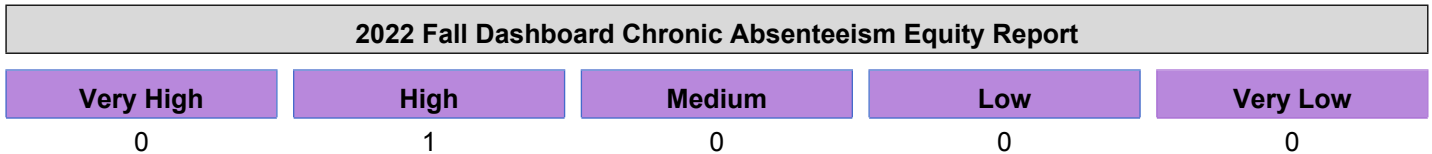
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

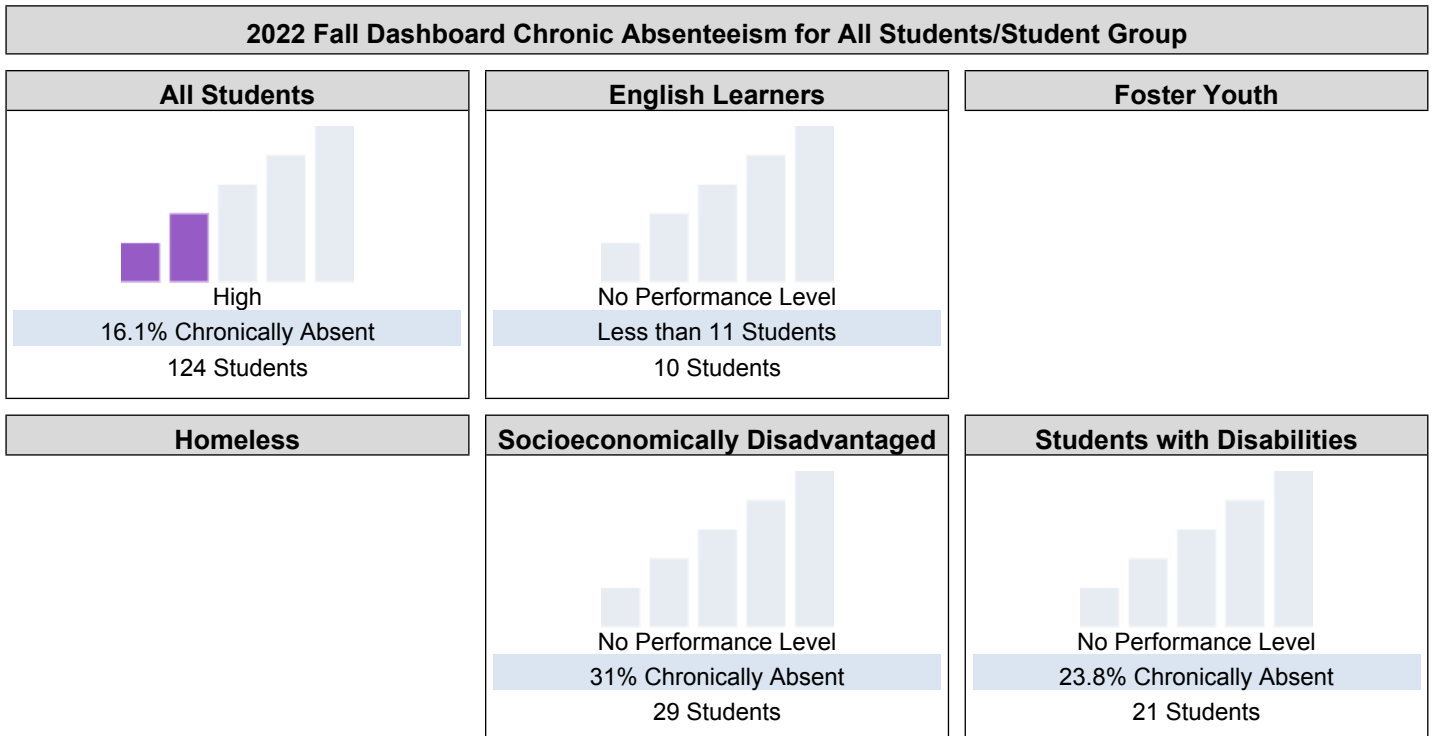
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



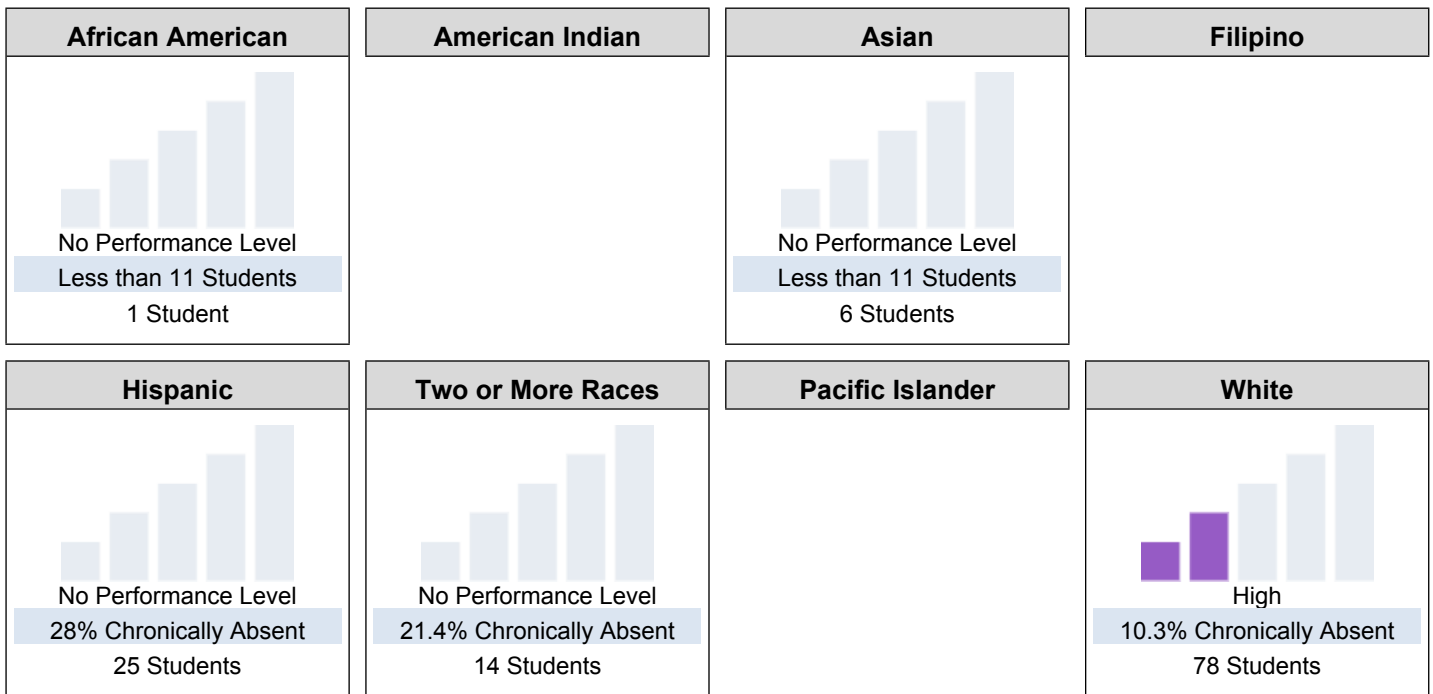
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

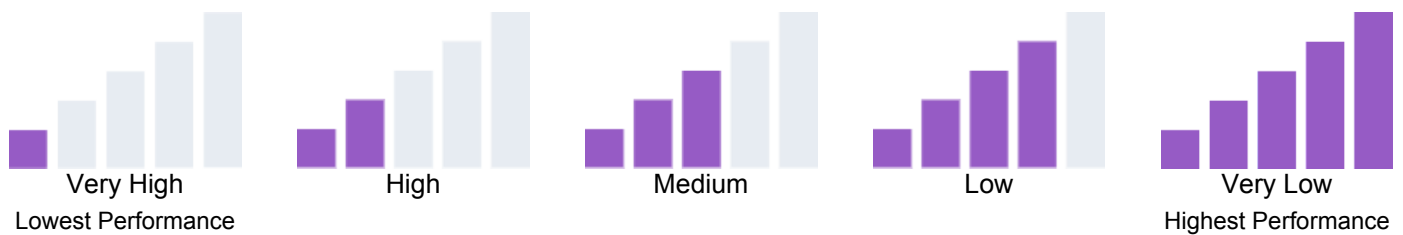
1. Attention to chronic absenteeism is a place for growth at this school. The addition of short-term independent studies contracts in 2021-22 could help students stay engaged with their learning even if they are not in class. Attendance rates could improve with short-term IS in place.
2. Attention to supporting Hispanic students with chronic absenteeism is a place for growth at this school.

School and Student Performance Data

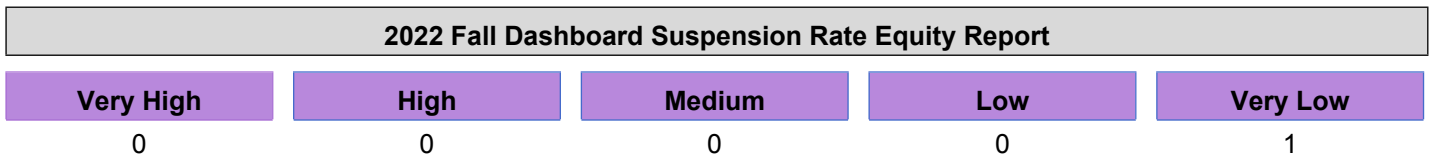
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

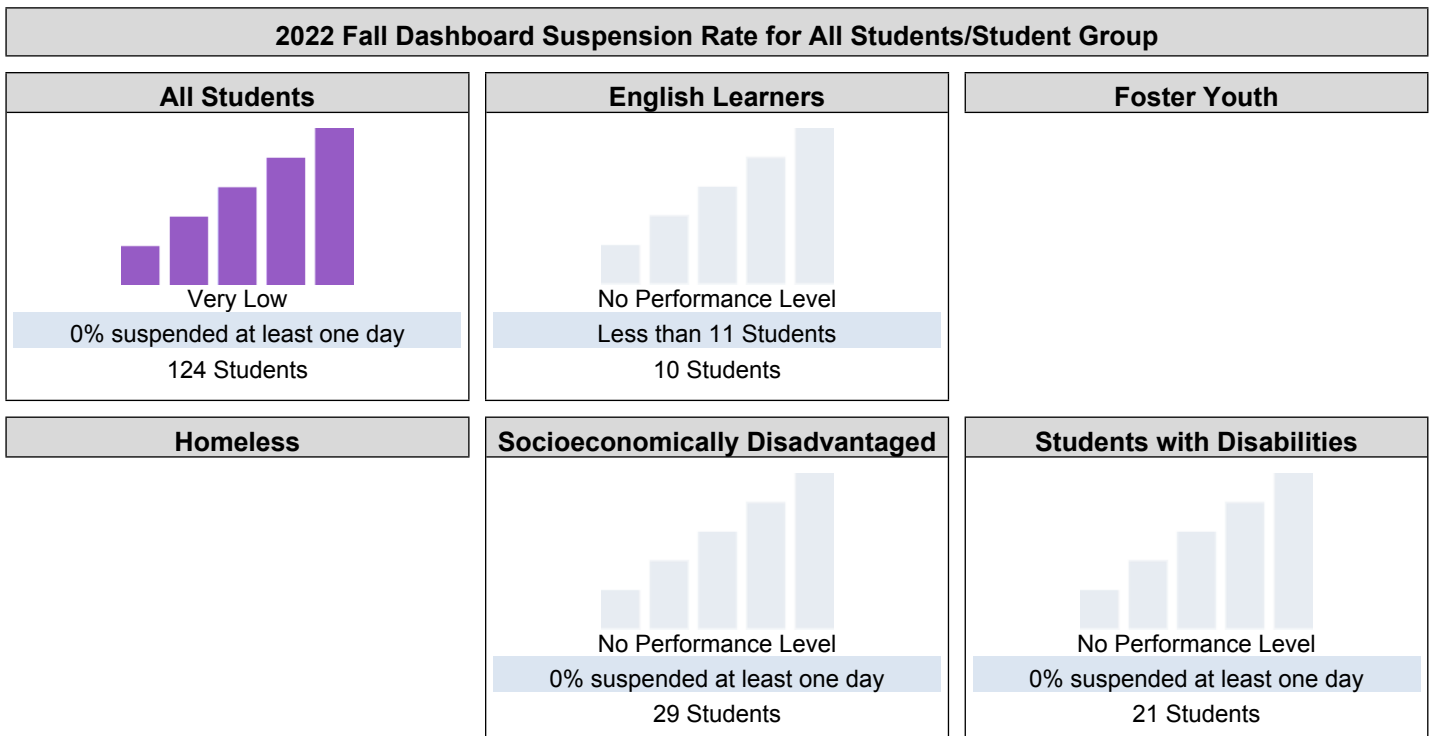
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



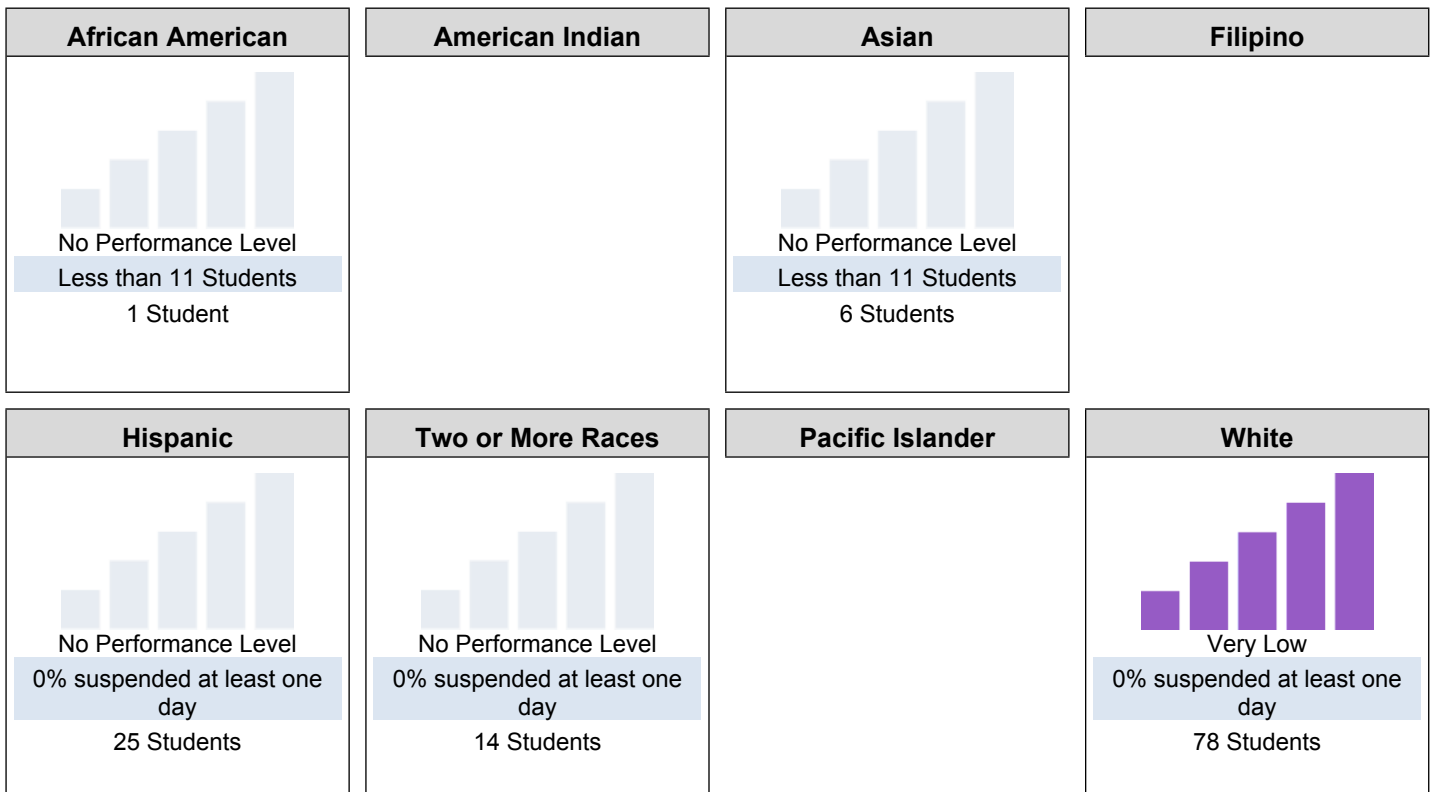
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Monarch has excellent mechanisms to support students' positive behavior.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Literacy

Goal Statement

All students will make academic literacy growth.

LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Basis for this Goal

The 2021-22 academic year provided the opportunity for Monarch School to re-establish full-time in-person instruction, family participation, and to activate the restorative school culture and climate. Many students thrived in the rigorous classroom settings; others found the transition back to full-time instruction quite challenging, both academically and emotionally. When analyzing student growth on the reading developmental rubric and F&P assessment of all students, we find that overall students are not meeting the projected growth criteria.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
F&P Assessment: All students are expected to make at least one year of growth.	In 2022-23, 74% of Monarch students increased F&P by three or more levels.	Increase 97% made 3+ levels of growth (back to pre-pandemic baseline)
Developmental Reading Rubric: All students are expected to make at least one year of growth.	In 2022-23, 75% of Monarch students made at least one year's growth on the Reading Rubrics.	Increase percentage of students who make a years worth of growth to at least 80% (back to pre-pandemic baseline)
Developmental Writing Rubric: All students are expected to make at least one year of growth.	In 2022-23, 87% of Monarch students made at least one year's growth on the Writing Rubric	Increase percentage of students who make a years worth of growth to at least 90%
MAP Reading: All students in grades 3-5 will make at least one year of growth	In 2022-23, 81% of 3rd-5th grade students made one year's growth or more on the iReady assessment	iReady Reading: Increase percentage of students who meet the projected growth between the fall and spring administrations of the assessment to 85%.

Planned Strategies/Activities

Strategy/Activity 1

Staff will receive training for implementation of Benchmark Phonics curriculum.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing throughout the 2023-24 school year

Person(s) Responsible

Staff, admin

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

With the addition of .4 Response to Intervention Specialist, staff will develop systems and implementation of Intervention cycles in order to meet students' literacy needs

Students to be Served by this Strategy/Activity

Students of Concern and students learning English as an additional language, as well as general ed classrooms

Timeline

Ongoing throughout the 2023-24 school year

Person(s) Responsible

Staff, Admin

Proposed Expenditures for this Strategy/Activity

Amount	1550
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Professional Development costs covered by SCCS

Strategy/Activity 3

Staff will create a Curriculum Map that articulates schoolwide guaranteed and viable instruction for K-5 content standards.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing throughout the 2023-24 school year

Person(s) Responsible

Admin, staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra hourly for teachers
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 4

Continue Readers workshop professional development for all grade levels including monthly development of implementation of Readers Workshop and the Science of Reading with consultant.

Students to be Served by this Strategy/Activity

All students

Timeline

On-going

Person(s) Responsible

admin and staff

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Description	PD funded by SCCS

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

All students will make mathematics growth.

LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Basis for this Goal

In 2022-23 the staff applied professional development around high impact instructional strategies to mathematics instruction. The data was mixed according to the format of the summative assessment tool used. To this end, year-long PLC will center around growing shared understanding of a new assessment tool, time to unpack real world problems, and participate in formal math professional development during the summer.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Developmental Mathematics Rubric: All students are expected to make at least one year of growth.	In 2022-23, 84% of Monarch students made at least one year's growth on the Math Rubric	Increase percentage of students who make a years worth of growth or more by 1% to 85%
MAP Growth data: All students are expected to make at least one year's growth.	In 2022-23, 69% made one year's growth or more on the iReady assessment.	iReady-Math: All 3rd-5th grade students - 80% of students will meet the projected growth between the fall and spring administrations of the assessment.

Planned Strategies/Activities

Strategy/Activity 1

3/5 staff will participate in math summer professional development and share their learning during monthly PD meetings; schoolwide commitment to implementation of Thinking Classroom structures

Students to be Served by this Strategy/Activity

All Students

Timeline

June, 2023

Person(s) Responsible

Admin, teachers, SCIL leader

Proposed Expenditures for this Strategy/Activity

Description

Registration funded by SCCS

Strategy/Activity 2

With the addition of .4 Response to Intervention Specialist, staff will develop systems and implementation of Intervention cycles in order to meet students' math learning needs

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing throughout the 2023-24 school year.

Person(s) Responsible

Admin, teachers, SCIL leader

Proposed Expenditures for this Strategy/Activity

Amount

1247

Source

LCFF - Supplemental

Budget Reference

4000-4999: Books And Supplies

Description

Books and Materials to support Response to Intervention support

Strategy/Activity 3

Staff will develop norms regarding improved integration of math instruction into thematic units

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing throughout the 2023-24 school year.

Person(s) Responsible

Admin, teachers, SCIL leader

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learner Progress

Goal Statement

MLL Progress: All students will make ELD/ELA growth as measured by iReady, ELPAC, local assessments and developmental rubrics.

LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
 Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.
 Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Basis for this Goal

In addition to the ELPAC, our school monitors our English Learner progress by using the CA Dashboard Academic Engagement, and School Conditions and Climate data, as well as growth on the English Language Proficiency Profile (ELPP); achievement of Individualized Service Plan (ISP) goals; and the Mathematics developmental rubrics. In analyzing all of these data points, we see that supporting our English Learners in academic areas needs to be a focus for our school. See below for specific English Learner metrics and data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism: The percentage of English Learners chronically absent, meaning students that have been absent more than 10% of the school year.	In the 2022-23 school year, attendance rates averaged at 93%	Improve attendance to at least 98% by offering better support, and earlier in the year earlier to families who struggle with attendance.
Growth on the ELPP rubric: using the criteria on the ELPP, individualized goals for each student are created and revised at two Language Review Team (LRT) meetings per year.	In the 2022-23, 88% showed improvement on the ELLP	We will increase the percentage of English Learners improving on the ELPP by at least 2% to 90%.
ISP: Students receive integrated and direct ELD instruction in support of achieving individualized English Language Development criteria.	In the 2022-23, 100% of the students met their ELD goals.	Maintain percentage of students meeting their ISP goals to 100% by holding schoolwide LRT three times in 23-24.
F&P reading assessment	In the 2022-23, 75% made one year's growth or more.	F&P: Increase percentage of students making 3+ levels of growth to 80%
Growth on ELPAC summative assessment over one year's time	In the 2022-23, 60% of the students moved one level.	Increase the percentage of students who grow at least one overall point on the ELPAC by 20% to 80% (pre-pandemic baseline)

Planned Strategies/Activities

Strategy/Activity 1

Provide integrated and Designated ELD professional development with C&I

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

Ongoing

Person(s) Responsible

Admin, teachers, consultant, SCIL, Community Liaison

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Description	Consultant services
Amount	1247
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Books and materials to support MLL students

Strategy/Activity 2

Provide Readers Workshop professional development for Launch, on August 5, 2022 with C&I

Students to be Served by this Strategy/Activity

English Language Learners and Students of Concern

Timeline

August 2022

Person(s) Responsible

Site admin, SCIL, teachers, classified

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 3

The bi-lingual .4 FTE school counselor will have regular meetings with English Learners to help navigate the social and academic demands of school, through Lunch Bunch, supporting students in the General Ed classroom, and meeting with students as needed.

Students to be Served by this Strategy/Activity

EL students

Timeline

Throughout the 2023-24 year

Person(s) Responsible

admin

Proposed Expenditures for this Strategy/Activity

Amount	58,314
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Part-time social emotional counselor

Strategy/Activity 4

Assess needs and develop designated ELD strategies

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 6

Part-time Community Coordinator

Students to be Served by this Strategy/Activity

ML students

Timeline

ongoing

Person(s) Responsible

admin

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

School Connectedness

Goal Statement

All students will feel connected to their school. Improve students' feelings of well-being, safety, and community through implementation of Restorative Justice principles and practices, Positive Discipline, and tenets and practices of Trauma-informed schools.

LCAP Goal

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

Basis for this Goal

In analyzing attendance data and the Socio-Emotional Health Survey we see that a focus on School Connectedness is a strength at Monarch School. When determining the level of School Connectedness in our school, we are specifically looking at data related to students reporting they have supportive, caring relationships with adults and peers, and there is a sense of student safety that promotes pro-social behaviors on campus.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism: Percent of "All Students" absent more than 10% of the school year	In 2022-23, attendance rates averaged at 94%	Improve attendance at 97%.
SEHS survey: School Belonging and Membership data	In 2022-23, 7% of students surveyed reported never feeling a sense of belonging	We will decrease the percentage of students reporting 'never feeling a sense of belonging' by 2% ensuring 95% of students feel a sense of belonging at school.

Planned Strategies/Activities

Strategy/Activity 1

In consultation with SCCS staff, MCS will implement PBIS structures

Students to be Served by this Strategy/Activity

All students

Timeline

The 2023-24 academic year

Person(s) Responsible

Site admin, SCIL

Proposed Expenditures for this Strategy/Activity

Source: None Specified

Budget Reference: None Specified

Description: Funded by SCCS

Strategy/Activity 2

Provide Music Instruction and other art opportunities

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Site admin, enrichment providers

Proposed Expenditures for this Strategy/Activity

Amount: 16,000

Source: Other

Budget Reference: 2000-2999: Classified Personnel Salaries

Description: Prop 28

Amount: 5503

Source: Parcel Tax

Budget Reference: 1000-1999: Certificated Personnel Salaries

Description: Music instruction for all students

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source: None Specified

Budget Reference: None Specified

Source None Specified

Budget Reference None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source None Specified

Budget Reference None Specified

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

All students will make academic literacy growth.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
F&P Assessment: All students are expected to make at least one year of growth.	Increase 97% made 3+ levels of growth (back to pre-pandemic baseline)	74%
Developmental Reading Rubric: All students are expected to make at least one year of growth.	Increase percentage of students who make a years worth of growth to at least 80% (back to pre-pandemic baseline)	75%
Developmental Writing Rubric: All students are expected to make at least one year of growth.	Increase percentage of students who make a years worth of growth to at least 75% (back to pre-pandemic baseline)	87%
MAP Reading: All students in grades 3-5 will make at least one year of growth	Monarch is moving to the iReady assessment-Reading: All 3rd-5th grade students- 80% of students will meet the projected growth between the fall and spring administrations of the assessment.	81%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services
<p>Establish baseline with new standardized reading assessment (iReady) for 3rd-5th grade students administered within the first two weeks of year</p> <ul style="list-style-type: none"> • Staff will analyze data and work with students to set reading progress goals • Staff will participate in regular review of progress towards goal achievement • PLC will hone data analysis by aligning iReady data with student work samples on a monthly basis 	<p>Staff regularly reviewed student data to adjust instruction and groupings</p>
<p>Provide Readers workshop professional development for Launch on August 5, 2022 with C&I followed by monthly development of implementation of Readers Workshop and the Science of Reading with consultant.</p>	<p>PD provider met with staff three times as well as individual coaching, observation, and lesson modeling</p>
<p>Utilize staff meeting time to develop a novel social studies theme centered around indigenous</p>	<p>The thematic unit was successful</p>

**Planned
Actions/Services**

peoples of the Santa Cruz and Monterey Bay areas.

- Staff will work to identify appropriate student level texts and resources.

Funding for peer mentoring of new staff in 22-23

**Actual
Actions/Services**

Mentors and mentee met for the available hours and evaluated the process

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All of the actions were carried out within the time intended

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Instruction was improved as a result of the PD and data analysis activities

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

All of the actions were carried out within the budget proposed

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Since most of the metrics were met, outcome metrics will be adjusted

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

All students will make mathematics growth.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Developmental Mathematics Rubric: All students are expected to make at least one year of growth.	Increase percentage of students who make a years worth of growth or more by 6% to 70%	84%
MAP Growth data: All students are expected to make at least one year's growth.	iReady-Math: All 3rd-5th grade students - 80% of students will meet the projected growth between the fall and spring administrations of the assessment.	69%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services
PLC will complete one Problem of the Month and/or MARS Task common assessment in order to better understand how to support students in building growth mindset, perseverance and applying Math Practice Standards.	All of the actions were carried out within the time intended
2/5 staff will participate in summer professional development and share their learning during monthly PD meetings.	All of the actions were carried out within the time intended
Establish baseline with new standardized math assessment (iReady) for 3rd-5th grade students administered within the first two weeks of year <ul style="list-style-type: none">• Staff will analyze data and work with students to set reading progress goals• Staff will participate in regular review of progress towards goal achievement• PLC will hone data analysis by aligning iReady data with student work samples on a monthly basis	Staff regularly reviewed student data to adjust instruction and groupings

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All of the actions were carried out within the time and projected budget

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Instruction was improved as a result of the PD and data analysis activities

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

All of the actions were carried out within the projected budget

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Since one of the metrics were met, outcome metrics will be adjusted

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

All English Learners will be academically successful.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance rate: The percentage of English Learners chronically absent, meaning students that have been absent more than 10% of the school year.	Improve attendance to at least 98% by offering better support, and earlier in the year earlier to families who struggle with attendance.	93%
Growth on the ELPP rubric: using the criteria on the ELPP, individualized goals for each student are created and revised at two Language Review Team (LRT) meetings per year.	We will increase the percentage of English Learners improving on the ELPP by at least 2% to 90%.	88%
ISP: Students receive integrated and direct ELD instruction in support of achieving individualized English Language Development criteria.	Improve percentage of students meeting their ISP goals to 100% by holding schoolwide LRT three times in 22-23.	100%
iReady Math: Students are expected to make at least one year of growth.	iReady-Math: All 3rd-5th grade students - 80% of students will meet the projected growth between the fall and spring administrations of the assessment.	75%
Growth on ELPAC summative assessment over one year's time	Increase the percentage of students who grow at least one overall point on the ELPAC by 25% to 75% (pre-pandemic baseline)	60%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services
Provide integrated and Designated ELD professional development with C&I	Staff attended a one-day training in Benchmark Phonics and ELPAC expectations in January 2023
Provide Readers Workshop professional development for Launch, on August 5, 2022 with C&I	PD provider met with staff three times as well as individual coaching, observation, and lesson modeling
The bi-lingual .4 FTE school counselor will have regular meetings with English Learners to help navigate the social and academic demands of school, through Lunch Bunch, supporting students in the General Ed classroom, and meeting with students as needed.	A different, non-bilingual counselor was transferred to our school. She met with ML learners individually, in small groups, and in classroom settings to help navigate social and academic progress
Assess needs and develop designated ELD strategies	Individual Service Plans were reviewed and updated three times in the year

**Planned
Actions/Services**

Utilize staff meeting time to develop a novel social studies theme centered around indigenous peoples of the Santa Cruz and Monterey Bay areas.

- Identify and contact indigenous leaders to provide feedback during development process.
- -Schedule speaker visits in conjunction with proposed theme.

Part-time Community Coordinator

**Actual
Actions/Services**

The thematic unit was successful and ML learners expressed engagement

Community Coordinator translated at parent conferences, at parent meetings, at graduation. She translated student evaluation documents. She organized two ELAC meetings this year.

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Metrics were not met, but approached being met.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, ML learners made academic progress, especially with targeted instruction

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

All of the actions were carried out within the projected budget

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 23-24 staff will work with PD consultant for 20 days including observation, coaching, lesson planning, and lesson modeling.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

All students will feel connected to their school. Improve students' feelings of well-being, safety, and community through implementation of Restorative Justice principles and practices, Positive Discipline, and tenets and practices of Trauma-informed schools.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism: Percent of "All Students" absent more than 10% of the school year	Improve attendance at 97%.	94%
SEHS survey: School Belonging and Membership data	We will increase the percentage of students reporting 'never feeling a sense of belonging 'by 4% ensuring 100% of students feel a sense of belonging at school.	7%

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services
In 2022-23, all Branciforte Small Schools staff (certificated and classified) will continue learning Restorative Justice and Trauma Informed principles and practices.	BSSC staff met four times with ROSe Consulting to review/learn Trauma-Informed practices including envisioning schoolwide policy and practice improvements
Staff will participate in summer reading related to a well-functioning PLC team.	Staff discussed sections of the book in monthly PLC meetings and practiced strategies for Being Present
Provide Music and Art Instruction and other enrichment opportunities	Music and art instruction by enrichment providers was offered to all students throughout the year
The part-time school counselor will reinforce the social-emotional curriculum in their meetings with groups and individual students.	The counselor met with students individually, in small groups, and pushed-in classroom to offer support to students

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The staff PLC was strengthened by PD with entire BSSC staff, therefore supporting staff in providing excellent instruction for students

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall school connectedness ratings were high as measured by the Social Emotional Health Survey and parent survey

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

All activities were carried out within projected budget

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 4 outcomes were adjusted. Staff will take the lead in reinvigorating relationship with buddy classes. Admin will enforce attendance policy with families who show patterns of tardiness or excessive absence

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	86,861.00

Allocations by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
District Funded	58,314.00
LCFF - Base	4,550.00
LCFF - Supplemental	2,494.00
Other	16,000.00
Parcel Tax	5,503.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	8,503.00
2000-2999: Classified Personnel Salaries	74,314.00
4000-4999: Books And Supplies	4,044.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	58,314.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	3,000.00
4000-4999: Books And Supplies	LCFF - Base	1,550.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,494.00
2000-2999: Classified Personnel Salaries	Other	16,000.00
1000-1999: Certificated Personnel Salaries	Parcel Tax	5,503.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Michelle McKinney	Principal
Maria Diaz Perez	Classroom Teacher
Zack Garban	Classroom Teacher
Amelia von Gerer	Classroom Teacher
Gail Mabrouk	Other School Staff
Gail Mabrouk	Other School Staff Parent or Community Member
Michelle Easter	Parent or Community Member
Deutron Kebebu	Parent or Community Member
Fran Wisnowski	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 6, 2023.

Attested:



Principal, Michelle McKinney on June 6, 2023



SSC Chairperson, Michelle Easter on June 6, 2023