Monarch Community Elementary School/Branciforte Small Schools Campus

2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 web page 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.
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.

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Monarch Community Elementary School/Branciforte Small Schools Campus
Street	840 North Branciforte Ave.
City, State, Zip	Santa Cruz, CA 95062
Phone Number	(831) 429-3898
Principal	Michelle McKinney
Email Address	michellemckinney@sccs.net
School Website	https://bssc.sccs.net
County-District-School (CDS) Code	44698156108203

2023-24 District Contact Information

District Name	Santa Cruz City Schools
Phone Number	(831) 429-3410
Superintendent	Kris Munro
Email Address	superintendent@sccs.net
District Website	www.sccs.net

2023-24 School Description and Mission Statement

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 five 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

2023-24 School Description and Mission Statement

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 a School Administration credential. She is a former teacher at Monarch and is functionally multilingual in Spanish, French and English.

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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	18
Grade 1	15
Grade 2	23
Grade 3	25
Grade 4	20
Grade 5	16
Total Enrollment	117

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4%
Male	49.6%
Asian	4.3%
Black or African American	0.9%
Hispanic or Latino	19.7%
Two or More Races	12%
White	61.5%
English Learners	6.8%
Migrant	0.9%
Socioeconomically Disadvantaged	23.1%
Students with Disabilities	11.1%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.70	100.00	74.80	86.83	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.60	10.04	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	2.70	3.13	18854.30	6.86
Total Teaching Positions	5.70	100.00	86.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.70	100.00	80.00	89.38	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	2.23	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	7.50	8.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	4.70	100.00	89.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Reading: A Legacy of Literacy - Houghton Mifflin Adopted 2001	Yes	0%
Mathematics	Eureka Math/Great Minds Adopted 2016	Yes	0%
Science	FOSS: Full Option Science System - Delta Education Adopted 2007	Yes	0%
History-Social Science	History & Social Science (CA Edition) - Pearson Scott Foresman Adopted 2006	Yes	0%
Visual and Performing Arts		Yes	

School Facility Conditions and Planned Improvements

Monarch is located in a beautiful and historic building on the Branciforte Small Schools Campus.

Year and month of the most recent FIT report	November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	State Priority: Pupil Achievement

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	39	66	54	54	47	46
Mathematics (grades 3-8 and 11)	47	47	44	46	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	61	32	52.46	47.54	65.63
Female	31	16	51.61	48.39	75.00
Male	30	16	53.33	46.67	56.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	6	50.00	50.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	40	20	50.00	50.00	70.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	5	31.25	68.75	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	2	16.67	83.33	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	61	32	52.46	47.54	46.88
Female	31	16	51.61	48.39	56.25
Male	30	16	53.33	46.67	37.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	6	50.00	50.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	40	20	50.00	50.00	45.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	5	31.25	68.75	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	2	16.67	83.33	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	--	40.31	48.62	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	16	9	56.25	43.75	--
Female	11	6	54.55	45.45	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	6	50.00	50.00	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94%	94%	94%	88%	94%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The parent-run Monarch Community Board is a nonprofit organization that oversees parent participation, parent education, fundraising, and community development. Monarch is a 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 School Site Council, ELAC, LCAP oversight committee, and Santa Cruz Education Foundation.

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	119	119	23	19.3
Female	60	60	16	26.7
Male	59	59	7	11.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	1	20.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	24	24	10	41.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	14	14	2	14.3
White	73	73	9	12.3
English Learners	8	8	2	25.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	28	28	10	35.7
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	20	20	5	25.0

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.06	0.28	0.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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 2023-24 plan is to continue to implement Trauma-Informed 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 Restorative Justice. 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.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	23		5	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1		
1	8	3		
2	12	2		
3	9	1		
4	9	2		
5	9	2		
Other	13	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	0	0
1	8	2	0	0
2	12	1	0	0
3	12	2	0	0
4	10	2	0	0
5	16	1	0	0
6	0	0	0	0
Other	12	1	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	292.5

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,989	$3,364	$9,625	$97,545
District	N/A	N/A	$8,457	
Percent Difference - School Site and District	N/A	N/A	12.9	-12.0
State	N/A	N/A	$7,607	
Percent Difference - School Site and State	N/A	N/A	23.4	-25.9

Fiscal Year 2022-23 Types of Services Funded

In 2022-23, LCFF Supplemental funds supported a .4 counselor, a .4 Math RtI Coordinator and a full-time Parent Community Coordinator. Additionally, ESSER funds continued to support a social emotional counselor, tutoring, after school support and additional paraeducator support.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

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.

23-24 professional development has three areas of focus:
Academic Literacy/ELL -
a. Staff will receive training for implementation of Benchmark Phonics curriculum.
b. 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.
c. Staff will create a Curriculum Map that articulates schoolwide guaranteed and viable instruction for K-5 content standards.
d. Continue Readers workshop professional development for all grade levels including monthly development of implementation of Readers Workshop and the Science of Reading with consultant.
Mathematics -
a. 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.
b. 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.
c. Staff will develop norms regarding improved integration of math instruction into thematic units.
School connectedness -
a. In consultation with SCCS staff, MCS will implement PBIS structures.
b. Provide Music Instruction and other art opportunities

Professional Development

22-23 professional development has three areas of focus with sub-foci areas:
Academic Literacy/ELL - a. Establish baseline with new standardized reading assessment (iReady) for 3rd-5th grade students administered within the first two weeks of the school year. 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.
b. 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.
c. Provide Science of Reading professional development to round out comprehensive ELA workshop.
d. Utilize staff meeting time to develop a novel social studies theme centered around indigenous peoples of the Santa Cruz and Monterey Bay areas.
Staff will work to identify appropriate student level texts and resources.
e. Funding for peer mentoring of new staff in 22-23
Mathematics - a. 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
b. 2/5 staff will participate in summer professional development and share their learning during monthly PD meetings
c. Establish baseline with new standardized math assessment (iReady) for 3rd-5th grade students administered within the first two weeks of year. 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
School connectedness - a. Staff will participate in summer reading related to a well-functioning PLC team.
b. Consultant Services with ROsE Consulting for training in Trauma Informed, Neuro-Resilient principles and practices in community with all BSSC programs.

21-22 professional development has three areas of focus:
Academic Literacy/ELL - Implement data dives into formative and summative data sources in order to plan effective re-engagement strategies. Research, train staff and implement systematic spelling instruction within a Writer's Workshop (UDL) format. The staff will receive professional development about high-impact teaching strategies: Teacher Clarity, Feedback, Teacher Estimates of Student Achievement.
Achievement in Mathematics - Implement data dives into formative and summative mathematics data sources in order to plan effective re-engagement strategies. The staff will receive professional development about high-impact teaching strategies: Teacher Clarity, Feedback, Teacher Estimates of Student Achievement.
School Connectedness - Learn from experts the developmental and learning characteristics of students with Autisms. Provide professional development for new staff in Trauma-Informed practices provided by COE personnel
Re/certify in Positive Discipline in the Classroom Learn more about Twice Exceptional/Neural atypical students through a webinar series and in-service from Behavioral Specialists. Provide Music Instruction and other enrichment opportunities.

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

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	13	13