

# Monarch Community Elementary School/Branciforte Small Schools Campus

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

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



**Santa Cruz City Schools**  
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### District Governing Board

Sheila Coonerty

John Owen

Cynthia Ranii

Jeremy Shonick

Patricia Threet

Deborah Tracy-Proulx

Claudia Vestal

### District Administration

Kris Munro

**Superintendent**

Dorothy Coito

**Assistant Superintendent  
Educational Services**

Jim Monreal

**Assistant Superintendent  
Business Services**

Molly Parks

**Assistant Superintendent  
Human Resources**

### School Description

A Message from the Principal: Monarch, "a small school with a big heart", is an alternative school of choice. We provide a developmental approach, where each child is seen as an individual with various strengths and needs. Our curriculum uses science and social studies themes from the Common Core Standards to teach both basic skills and critical thinking to our students in mixed-age groups. At Monarch students learn to use their hearts and minds well.

The foundation of our program is a robust social-emotional curriculum, based on the Positive Discipline philosophy. Our goal is to create a healthy environment of mutual respect and dignity for both children and adults, as well as to foster good communication and problem-solving skills. This foundation gives the academic curriculum a place to root and grow.

Monarch is located on the Branciforte Small Schools Campus (BSSC) and has four multiage classrooms. Children are grouped according to their academic and social needs, not according to their age alone. The school benefits from the support of the nonprofit Monarch Community Board, a group of parents that supports parent participation, parent education, and fund-raising within our school community. Parent participation is critical to the running of the school and the spirit of the community.

### Major Achievements

This year, students successfully "graduated" from Monarch to Branciforte and Mission Hill Middle Schools, Alternative Family Education (AFE) Home school, Georgiana Bruce Kirby Preparatory School and Pacific Collegiate Charter School.

For the thirteenth year, graduating students demonstrated their mastery of our exit criteria to a panel of adults and peer students. Graduating students present evidence showing their academic growth in all subject areas including Math and English Language Arts, as well as leadership development, while at Monarch School. In 2010 the Monarch staff presented their work on the exit criteria program at the Fall Forum, the national conference for the Coalition of Essential Schools.

Monarch will continue the Exit Criteria project, where graduating students must demonstrate that they are ready to move on to middle school by presenting work from their portfolios to a panel of teachers, parents, visiting educators and administrators, and student peers.

### Inspired Purpose

A community of creative problem solvers learning to use their hearts and minds together.

### Vision

Monarch students are expressive communicators and creative problem solvers who are willing to take risks. They take on leadership roles and have a voice in the school. They are competent and confident learners, both individually and in groups. Monarch students use their minds well: they find evidence, see from multiple viewpoints, discover connections, make suppositions, and determine relevance (Habits of Mind). They display personal best effort and are kind and helpful. They demonstrate listening skills and the ability to follow directions. Students develop a strong social consciousness that manifests in real social action. Monarch parents are involved in shared governance through active membership in Site Council and the Monarch Community School Parent Board. They are fundraisers. They are actively involved in school wide jobs. They are committed to clear communication with each other, the staff, and the students. Monarch parents are partners in supporting the educational mission of the school.

**Mission**

Students learn a foundation of skills and knowledge that will serve them well in life and in their academic careers. The Monarch "Bill of Rights" is the guide post for eliciting safe, pro-social behavior. All students are known well by many adults, including parents who volunteer in the classroom. The small size of the school, as well as parental and campus-wide involvement, help to create good spirit and a sense of community. Students are usually grouped according to their learning needs, not their grade level or age. Students take responsibility for their learning and the learning of their fellow students by creating and evaluating learning goals, developing excellent Habits of Mind, creating culminating projects, exercising choices at multiple points in the curriculum, and initiating real-world actions, including community service. Curriculum and instructional strategies are planned collaboratively and adapted to the learning styles and developmental stages of the students.

**Leadership**

Michelle McKinney is the principal of Branciforte Small Schools Campus including Monarch. She comes to the site with 11 years as a classroom teacher in both alternative and comprehensive education; seven of those years included serving as Lead Teacher for the school. Michelle holds a Multi-Subject Teaching Credential and is clearing her credential in school administration. She is a former teacher at Monarch and is functionally bilingual.

Parents, students, and all staff take part in decision making at Monarch Community School. The staff and the Monarch Parent Board work together to shape our students’ educational experience.

**About the SARC**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, 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 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.

**2018-19 Student Enrollment by Grade Level**

Grade Level	Number of Students
Kindergarten	24
Grade 1	22
Grade 2	20
Grade 3	26
Grade 4	22
Grade 5	27
<b>Total Enrollment</b>	<b>141</b>

## 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.7
Asian	0.7
Hispanic or Latino	26.2
White	58.2
Two or More Races	7.1
Socioeconomically Disadvantaged	36.9
English Learners	19.9
Students with Disabilities	15.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Monarch Community Elementary School/Branciforte Small Schools	17-18	18-19	19-20
With Full Credential	9	7	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Cruz City Schools	17-18	18-19	19-20
With Full Credential	♦	♦	319
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	9

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

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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

#### Textbooks and Instructional Materials

Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading: A Legacy of Literacy - Houghton Mifflin Adopted 2001  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka Math/Great Minds Adopted 2016  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	FOSS: Full Option Science System - Delta Education Adopted 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History & Social Science (CA Edition) - Pearson Scott Foresman Adopted 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes

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

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

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

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/03/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	RM 16: BLACK METAL CABINET NEEDS TO BE ANCHORED TO THE WALL RM 1: CEILING TILES MISSING
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	RM 22: FAUCET VERY LOOSE, SINK DRAINS VERY SLOWLY
<b>Safety:</b> Fire Safety, Hazardous Materials	Poor	RM 15: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 14: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 16: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 13: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 17: FIRE EXTINGUISHER NEEDS TO BE SIGNED

		RM 12: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 11: FIRE EXTINGUISHER NEEDS TO BE SIGNED MRP: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 7: FIRE EXTINGUISHER NEEDS TO BE SIGNED LIBRARY: FIRE EXTINGUISHER NEEDS TO BE SIGNED MAIN OFFICE: FIRE EXTINGUISHER NEEDS TO BE SIGNED ADMIN OFFICE: NO FIRE EXTINGUISHER RM 9: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 5: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 6: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 6A: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 1: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 2: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 3: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 26: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 23: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 22: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 21: FIRE EXTINGUISHER NEEDS TO BE SIGNED
<b>Structural:</b> Structural Damage, Roofs	Good	RM 14: STORAGE ROOM WINDOW WALL DAMAGED
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	29	64	50	53	50	50
Math	19	18	42	46	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	11	15.71	63.64
Male	34	4	11.76	50.00
Female	36	7	19.44	71.43
Black or African American	--	--	--	--
Hispanic or Latino	20	4	20.00	25.00
White	40	4	10.00	75.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	6	19.35	50.00
English Learners	17	3	17.65	0.00
Students with Disabilities	19	1	5.26	0.00
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.7	33.3	16.7

Note: 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.

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	11	15.71	18.18
Male	34	4	11.76	0.00
Female	36	7	19.44	28.57
Black or African American	--	--	--	--
Hispanic or Latino	20	4	20.00	25.00
White	40	4	10.00	25.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	6	19.35	0.00
English Learners	17	3	17.65	0.00
Students with Disabilities	19	1	5.26	0.00
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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.

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

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2019-20)**

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

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

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

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

### School Safety Plan

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. Goal one in our 2018-19 plan is to continue to implement trauma-informed care strategies in the classroom with a focus on implementation of neurosequential model tenets into lessons, 1:1 meetings, and school structure. We will also begin to explore restorative justice practices around community building. We will undertake a number of actions to meet this goal. We will 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.

The second goal in our 2018-19 plan is to develop a comprehensive plan to deal with issues of homelessness impacting our school site. We will undertake a number of actions to meet this goal. We will create a morning safety checklist and a protocol for dealing with homeless issues that arise when school is not in session. We will also monitor time spent dealing with issues of homelessness during the 2018-19 school year to serve as a baseline. Finally we will work with the Santa Cruz Homeless Services Center and the School Resource Officer to review our safety checklist and proposed response to issues of homelessness.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.7	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.8	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

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

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.1
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	
Other	.8

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		1		23		2		23		2	
2	21	1	1									
3					23		2		23		2	
5	30		2		27		2		25		2	
Other**												

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

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

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		14	17

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.

19-20 professional development had two areas of focus:

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

School Connectedness - In efforts to reduce suspensions and expulsions, all staff are learning about Restorative Justice practices. Based on the increased need of students for social emotional support, staff continued to learn about Trauma informed schools philosophy and to implement it in the classroom and throughout the school. Self regulation for students and self care for staff have been the focus, with attention to the use of the Neuro-Sequential Model in lesson planning. This was facilitated by an outside consultant, admin and the lead teacher.

18-19 professional development had two areas of focus:

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

School Connectedness - In efforts to reduce suspensions and expulsions, all staff are learning about Restorative Justice practices. Based on the increased need of students for social emotional support, staff continued to learn about Trauma informed schools philosophy and to implement it in the classroom and throughout the school. Self regulation for students and self care for staff have been the focus, with attention to the use of the Neuro-Sequential Model in lesson planning. This was facilitated by an outside consultant, admin and the lead teacher.

17-18 professional development had two areas of focus;

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

School Culture Climate - Bases on the increased need of students for social emotional support staff continued to learn about Trauma informed schools philosophy and to implement it in the classroom and throughout the school. Self regulation for students and self care for staff have been the focus, with attention to the use of the Neuro-Sequential Model in lesson planning. This was facilitated by an outside consultant, admin and the lead teacher.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
Mid-Range Teacher Salary	\$86,248	\$81,840
Highest Teacher Salary	\$106,407	\$102,065
Average Principal Salary (ES)	\$137,997	\$129,221
Average Principal Salary (MS)	\$136,875	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	36%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

LCFF and Tile 1 funds supported two part time Learning assistants, as well as an after school enrichment program to support students who are learning English as an additional language. These funds also helped support professional development targeted at the school's site plan goals.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Rate for Monarch Community	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for Santa Cruz City Schools	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for California	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,921	\$2,573	\$7,347	\$63,682
District	N/A	N/A	\$6,663	\$85,451
State	N/A	N/A	\$7,506.64	\$82,663

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	9.8	-29.2
School Site/ State	-2.1	-25.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

**2018-19 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

\*Where there are student course enrollments of at least one student.

**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).

**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.