

# Monarch School

## 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

<b>School Name</b>	Monarch School
<b>Street</b>	1625 Newton Ave.
<b>City, State, Zip</b>	San Diego, CA 92113
<b>Phone Number</b>	619-652-4100 ext. 1641
<b>Principal</b>	Dyane Plumly Nunez
<b>Email Address</b>	dplumly@sdcoe.net
<b>School Website</b>	sdcoe.net/jccs
<b>County-District-School (CDS) Code</b>	37-10371-0120493

## 2023-24 District Contact Information

<b>District Name</b>	San Diego County Office of Education
<b>Phone Number</b>	858-292-3500
<b>Superintendent</b>	Dr. Paul Gothold
<b>Email Address</b>	superintendent@sdcoe.net
<b>District Website</b>	www.sdcoe.net

## 2023-24 School Description and Mission Statement

Monarch School is part of the Innovation Department and the Juvenile Court and Community Schools (JCCS) within the San Diego County Office of Education (SDCOE). The school was founded in 1989 as a single-classroom community school with one teacher only a few blocks away from its current location. Strong community support, national exposure, and the formation of the nonprofit Monarch School Project (MSP) have transformed the capacity of the school over the years. A capital campaign spearheaded by MSP raised \$17 million over 10 years, enabling the school to move into its current location in May 2013. The larger, state-of-the-art facility allowed the school to more than double its student population with a capacity of 24 students per grade level and 350 potential students total. There is an average enrollment of 265 students enrolled in grades kindergarten through 12 with an average class size of 22. Monarch School has the unique opportunity to serve students ages 5 to 19 through both seat-based and independent study instructional approaches.

Monarch School is a national model for providing education and support services to students impacted by chronic homelessness. A satellite view of the school reveals that it is located strategically near downtown San Diego in the Barrio Logan neighborhood close to partner organizations that provide services and shelter for individuals and families in the San Diego community impacted by homelessness. Most of our families receive those services and are referred to Monarch School directly from these partner agencies pursuant to Welfare and Institutions Code 300. Students reside in family shelters, shelters for victims of domestic violence, teen shelters, motels, and hotels, in vehicles with their families, or share residences with other families to afford rent. Due to family transiency, students attending Monarch reside throughout San Diego County. The majority of students live in the central and southern part of the county, where 64.3% of the county's homeless population resides (according to the San Diego Regional Task Force on the Homeless, 2018).

Monarch School meets the needs of students with special education needs with a senior program specialist, a behavior specialist (BCBA), three education specialists, and teacher assistants. An itinerant speech-language pathologist, occupational therapist, and school psychologist provide services weekly per students' IEPs.

Another significant group of students are those eligible for and receiving free and reduced-price lunches. All Monarch School students qualify for free lunch given that the mission of our school is to serve families enduring homelessness and the impacts of poverty.

Monarch School's instructional technology plan includes providing 1:1 access to technology for our students. We have more than 300 Chromebooks equitably distributed throughout our classrooms that are currently assigned to individual students. Our instructional spaces and classrooms have SmartBoard technology, ViewSonic boards, or large high-definition display monitors.

## 2023-24 School Description and Mission Statement

The Monarch School and Monarch School Project work hand-in-hand in an innovative partnership addressing not only the academic needs of our students, but also the social, emotional, and life skills required to ensure future success. These four areas of focus encompass a framework called the Four Pillars, which we use at all levels of our organization to put our mission into action, including our Schoolwide Learner Outcomes. The partnership is strategic in its implementation of programs and services and allocation of resources around the Four Pillars. The emotional pillar takes a strengths-based and trauma-informed approach to provide students with ongoing support and interventions. Students are also provided with therapeutic opportunities. The life skills pillar focuses on setting and accomplishing achievable goals as our students prepare for college and careers. Additionally, we provide targeted support for alumni. The academic pillar is connected to standards-aligned instruction with student-centered learning where students are expected to be creative, collaborative, and resourceful problem-solvers. The social pillar encompasses activities involving athletics, student leadership, and developing interests and passions. Programs are implemented during our SEL/Elective wheels, athletics, and after-school program.

Monarch School eliminates the barriers to school that students impacted by homelessness face by providing access to necessities, including showers, clothing, laundry facilities, and hygiene kits. Partnerships and donors enable Monarch School to provide students with dental, vision, and hearing screenings, as well as follow-up care. In partnership with the school's Health Services Technician, Monarch has a partnership with Family Health Centers of San Diego, enabling us to have a registered nurse and health care navigator on-site 2.5 days a week, giving our students access to basic health care, medication management, and support in obtaining additional resources and services. The school, in collaboration with the San Diego Family Health Centers, offers medical exams for all students and medical care as needed.

Monarch School is a school of choice for the families and students it serves. A student's enrollment options include 1) the school of origin (the school the student was attending when they became homeless); 2) the school of residence (students who are permanently housed and live in the area); and 3) Monarch School. The final decision for enrollment is made as a team that includes the student's parent/guardian and Monarch School administrative staff. In some instances, school site or district staff members of the school or district of origin are included in the decision-making process. Placement decisions are made in the best educational interest of the student.

To maximize the operational capacity and the planning for our school, we divide up elementary, middle, and high school levels for scheduling, programs, and services. School is open from 8 a.m. to 6 p.m. daily, starting with breakfast and ending with the after-school program. Class is in session from 9 a.m. to 2:30 p.m. and Thursday is our minimum day to allow for professional learning and collaboration.

Monarch School is a recipient of both the After School Education and Safety (ASES) and After School Safety and Enrichment for Teens (ASSETs) program grants. The program is staffed and supported by the Monarch School Project, the school's non-profit partner. Current funding allows for the majority of Monarch School students to participate.

Our ASES and ASSETs programs are aligned with the content of the regular school day and other extended learning opportunities. The program offers a safe physical and emotional environment and the staff takes the same strengths-based and trauma-informed approach to supporting and intervening with students. The MSP after-school staff works closely with the Monarch School principal to integrate an educational literacy element and an educational enrichment element connected to Monarch School's curriculum, instruction, and learning support activities.

To support our mission, we have taken a collaborative approach to develop a positive behavioral intervention and support plan. Our commitment to this plan is that every student, staff member, and parent will understand their role in supporting a safe, civil, and restorative environment. Monarch School will be an environment that encourages and reinforces behaviors that are respectful, responsible, and safe, and where students are ready to learn.

Monarch's goals are aligned with the goals of the San Diego County Office of Education's Local Control and Accountability Plan (LCAP):

Goal 1. Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.

Goal 2. Cultivate educational partner engagement to support excellence in each student's success.

Goal 3. Develop coherent and transparent systems for operational excellence to support each student's success.

Goal 4. Support the integration and transition of students who are at-risk, expelled, English learners, incarcerated, and foster youth to be prepared to succeed in college and career.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	19
Grade 1	20
Grade 2	20
Grade 3	23
Grade 4	22
Grade 5	18
Grade 6	21
Grade 7	22
Grade 8	19
Grade 9	35
Grade 10	25
Grade 11	12
Grade 12	9
<b>Total Enrollment</b>	<b>265</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46%
Male	53.6%
Asian	0.4%
Black or African American	7.9%
Hispanic or Latino	80.8%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	5.7%
White	4.9%
English Learners	41.9%
Foster Youth	0.8%
Homeless	99.2%
Migrant	2.6%
Socioeconomically Disadvantaged	100%
Students with Disabilities	13.6%

## 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.

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.40	96.40	243.30	65.43	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	7.00	1.90	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	3.90	1.05	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	3.53	86.90	23.38	12115.80	4.41
<b>Unknown</b>	0.00	0.00	30.50	8.23	18854.30	6.86
<b>Total Teaching Positions</b>	15.00	100.00	371.80	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)	10.80	67.94	250.20	62.37	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	11.30	2.82	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	11.70	2.92	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.90	31.19	91.90	22.91	11953.10	4.28
Unknown	0.10	0.81	36.00	8.98	15831.90	5.67
<b>Total Teaching Positions</b>	<b>16.00</b>	<b>100.00</b>	<b>401.20</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

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
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.00</b>

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	0.50	4.90
<b>Total Out-of-Field Teachers</b>	<b>0.50</b>	<b>4.90</b>

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0.7

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

All textbooks and instructional materials used within Monarch School are aligned with state standards and frameworks and, in grades K-12, have been selected from the state-adopted list of standards-based materials. Monarch School follows the State Board of Education's adoption cycle for core content materials. SDCOE's Juvenile Court and Community Schools (JCCS), of which Monarch is part of, holds a public hearing annually to determine that each JCCS program has sufficient and quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including students who are learning English, are provided their own textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. Additional information regarding state-adopted instructional materials can be obtained from the JCCS office.

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
<b>Reading/Language Arts</b>	Benchmark Advance (K-5) Holt, Rinehart, and Winston: Literature and Language Arts (6-12) Special Ed Holt: Literature and Language Arts McGraw-Hill: Study Sync Grades (6-12)	Yes	0
<b>Mathematics</b>	Houghton Mifflin Harcourt Go Math (K-5) Savvas: enVisionmath 6-8 Savvas: enVision Integrated Mathematics I Savvas: enVision Integrated Mathematics II Savvas: enVision Integrated Mathematics III	Yes	0
<b>Science</b>	TCI Science (K-5) Discovery Education: Earth Science (6) Discovery Education: Life Science (7) Discovery Education: Physical Science (8) Discovery Education: Chemistry of Earth's Systems (9-12) Discovery Education: The Living Earth (9-12) Discovery Education: Earth Science (9-12)	Yes	0



<b>History-Social Science</b>	Prentice Hall: California Reflections (K-6) McGraw-Hill: IMPACT World History & Geography - Medieval & Early Modern Times (7) McGraw-Hill: IMPACT U.S. History & Geography - Growth and Conflict (8) McGraw-Hill: IMPACT World History, Culture, Geography - The Modern World (9) McGraw-Hill: IMPACT U.S. History (10) McGraw-Hill: IMPACT Principles of Economics (11) McGraw-Hill: IMPACT Principles of American Democracy (12) Prentice Hall: African American History (9-12) Prentice Hall: Latino Experience (9-12) Glencoe: World Geography (9-12) Glencoe: Street Law: Law Related Education (9-12) Glencoe: Psychology: Understanding Psychology (9-12) Glencoe: Sociology: Sociology and You (9-12)	Yes	0
<b>Foreign Language</b>			0
<b>Health</b>			0
<b>Visual and Performing Arts</b>			0

## School Facility Conditions and Planned Improvements

Monarch opened a newly constructed building in May 2013. SDCOE is partnered with the Monarch Project. The Monarch Project provides for a full-time custodian and the upkeep of the facility.

**Year and month of the most recent FIT report**

December 2023

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



## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	9	8	52	47	47	46
<b>Mathematics</b> (grades 3-8 and 11)	4	2	38	36	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
<b>All Students</b>	120	113	94.17	5.83	8.11
<b>Female</b>	47	45	95.74	4.26	17.78
<b>Male</b>	72	67	93.06	6.94	1.54
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	101	95	94.06	5.94	5.38
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	56	53	94.64	5.36	3.92
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	114	109	95.61	4.39	8.41
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	120	113	94.17	5.83	8.11
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	21	21	100.00	0.00	0.00

## 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
<b>All Students</b>	120	112	93.33	6.67	1.82
<b>Female</b>	47	44	93.62	6.38	0.00
<b>Male</b>	72	67	93.06	6.94	2.99
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	101	94	93.07	6.93	2.17
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	56	53	94.64	5.36	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	114	108	94.74	5.26	1.89
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	120	112	93.33	6.67	1.82
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	21	21	100.00	0.00	4.76

## 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
<b>Science</b> (grades 5, 8 and high school)	2.17	4.76	4.23	3.70	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
<b>All Students</b>	45	42	93.33	6.67	4.76
<b>Female</b>	15	14	93.33	6.67	7.14
<b>Male</b>	30	28	93.33	6.67	3.57
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	39	36	92.31	7.69	5.56
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	22	21	95.45	4.55	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	43	41	95.35	4.65	4.88
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	45	42	93.33	6.67	4.76
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 Career Technical Education Programs

The SDCOE (San Diego County Office of Education) JCCS (Juvenile Court and Community Schools) Career Technical Education (CTE) department provides CTE classes and grant-funded career readiness opportunities for high school youth. At Monarch, we developed and successfully implemented CTE Information and Communications Technology. The CTE teacher works in partnership with other departments to provide an aligned curriculum. The CTE program is evaluated by the number of students enrolled, the number of students completing courses, and industry credentials earned. This is measured through our yearly data gathering in CONAPP. Monarch's non-profit partner has established a career center and program that provides youth with work readiness skills, internships with local businesses, and direct hire placements. JCCS CTE also offers Drivers Education for qualifying students and the Workability I grant for interested students who qualify to receive grant-funded services including paid internships, work-based learning, mentoring, and supportive services.

The CTE Advisory Council is facilitated by the CTE Department and includes local industry partners from building and construction; green technology; horticulture; culinary arts; public service; entrepreneurship; graphic arts; graphic design; information and communications technology; arts media entertainment; audio technology; education, child Development, and family services (ECDF)/ integrated life management; non-profits; the local workforce investment board; event management; San Diego County Museums, Arts partners throughout the County, and is always looking for additional partners. All CTE teachers and staff participate in all Organizational All Staff and Council meetings.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	13
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## 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	80%	80%	80%	80%	87%
Grade 7	76%	88%	88%	88%	88%
Grade 9	100%	100%	100%	100%	100%

## 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

School and Monarch Project staff provide regular workshops related to student attendance, legal issues faced by students/families, parenting, and informational parent meetings (including the development of needs/assets. We also connect families with community-based organizations to increase access to medical and dental treatment, housing, mental health, food pantries, transportation, child care, and legal support to enhance our students' and families' overall health and well-being. Parents are strongly encouraged to participate as members of the School Site Council, English Learners' Advisory Committee, Local Control and Accountability Plan, California Community Schools Partnership Program, and other focus groups. The school has jointly developed with parents a written parental involvement policy. This involvement policy specifies:

- Policy involvement for parents
- Joint accountability for student attendance
- Shared responsibilities for high-student academic achievement
- Building capacity for involvement
- Accessibility

Parent workshops and participation in committee work have been facilitated via online platforms, with in-person meetings available, to ensure continuity of communication on educational resources and student progress, support available to families, and school/district planning.

Parent volunteer and engagement information:  
Stephanie Johnston-Austin [stephj@sdcoe.net](mailto:stephj@sdcoe.net) or 858-290-5876

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	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
<b>Dropout Rate</b>	18.8	35.3	20.8	24.8	18.9	18.6	9.4	7.8	8.2
<b>Graduation Rate</b>	40.6	47.1	45.8	41.3	52.4	48	83.6	87	86.2

#### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	24	11	45.8
<b>Female</b>	11	6	54.5
<b>Male</b>	13	5	38.5
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	19	9	47.4
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	11	6	54.5
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	24	11	45.8
<b>Socioeconomically Disadvantaged</b>	24	11	45.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	332	303	215	71.0
Female	155	140	98	70.0
Male	176	162	116	71.6
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	29	22	16	72.7
Filipino	2	2	1	50.0
Hispanic or Latino	266	245	171	69.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	15	15	13	86.7
White	18	17	14	82.4
English Learners	152	142	95	66.9
Foster Youth	4	3	3	100.0
Homeless	320	299	212	70.9
Socioeconomically Disadvantaged	332	303	215	71.0
Students Receiving Migrant Education Services	9	8	4	50.0
Students with Disabilities	50	49	32	65.3

### 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	7.55	8.73	0.14	1.26	2.30	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.73	0
Female	2.58	0
Male	14.2	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.9	0
Filipino	0	0
Hispanic or Latino	9.4	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	13.33	0
White	0	0
English Learners	11.18	0
Foster Youth	0	0
Homeless	8.75	0
Socioeconomically Disadvantaged	8.73	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12	0

## 2023-24 School Safety Plan

The Comprehensive School Safety Plan is being reviewed, updated, and approved by school staff, stakeholders, and parents and will be approved by the San Diego County Board of Education Board in March 2024. The plan includes school environment; Emergency Operations Plans; child abuse reporting procedures; suspension and expulsion procedures; procedures to notify teachers of dangerous pupils; discrimination and harassment policy; safe ingress and egress; schoolwide dress code; and rules and procedures on school discipline. The Comprehensive School Safety Plan is a public document and is available for review in the school office and in SDCOE's JCCS office.

## 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
K	20	1		
1	25		1	
2	20	1		
3	23		1	
4	23		1	
5	17	1		
6	22		4	

## 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	19	1		
2	22		1	
3	19	1		
4	17	1		
5	18	1		
6	18	5		

## 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	19	1	0	0
1	20	1	0	0
2	20	1	0	0
3	23	0	1	0
4	22	0	1	0
5	18	1	0	0
6	21	0	5	0
Other	0	0	0	0

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	11		
Mathematics	10	4		
Science	5	8		
Social Science	6	12		

## 2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	32	1	
Mathematics	9	16	2	
Science	7	21		
Social Science	5	17		

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	19	0	0
Mathematics	6	11	0	0
Science	5	12	0	0
Social Science	6	12	1	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
<b>Pupils to Academic Counselor</b>	265

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	5

## 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
<b>School Site</b>	\$15,101	\$417	\$14,685	\$117,982
<b>District</b>	N/A	N/A	\$14,147	
<b>Percent Difference - School Site and District</b>	N/A	N/A	3.7	
<b>State</b>	N/A	N/A	\$7,607	
<b>Percent Difference - School Site and State</b>	N/A	N/A	76.0	

## Fiscal Year 2022-23 Types of Services Funded

County Office of Education schools are not required to display this data. (Education Code Section 41409.3).

## 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		

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

During the 2022-23 school year, Monarch teachers, support staff, and administrators continue to take on a plethora of professional learning (PL) to ensure every student is prepared for productive matriculation through school toward college, career, and community success. Based on our multiple measures of student achievement data, a strong emphasis continues to be placed on content-area knowledge and pedagogical skills to improve student outcomes in English language arts (ELA) and mathematics. We continue to work with the SDCOE Leadership and Learning Services (LLS) on our core content area curriculum. In addition, we continue to have an even greater focus on training faculty and staff for more integrated English Language Development (ELD) in both ELA and other content areas; this year continued with a focus on language function in all content areas. These PLs included ongoing specialized training on the ELD standards and strategies of implementation to ensure the greatest impact for English Learners (Equity for Language Learners Collaborative- ELLIC). We continue supporting the implementation of Language Tree; a program used to support our time for designated English Learner Development. To ensure a broad level of development, trainings continue for the faculty and staff who would share in its implementation. Furthermore, the ongoing teaching of the units of study in ELA, the online Study Sync curriculum, and the Expository Reading and Writing Curriculum (ERWC) are continued for our curriculum and instruction in integrated ELA. To further support this work, our staff continues engaging in specialized EL work through our LLS partners, in the years 2023-24. Guided by our Reading Intervention Consultant, we are also continuing reading intervention support for elementary and secondary students by training teachers to work inside of classes and individually with students in need; these supports were through PLs for teachers and staff as well as in-class coaching sessions. Last year, we added writing to the reading intervention to further expand its reach with students. Our goal is to continually integrate Reading Intervention supports in all areas of the classroom experience. This support was broadened in 2020-21 to assist all content area teachers and in 2021-22 to include support staff as well. In the 2022-23 school year, we were able to increase this support heavily for our elementary teams. Teachers and staff continue to receive annual training on meeting the needs of our students with disabilities in the most effective methods and with any needed accommodations.

The 2022-23 school year continued with a year full of powerful content learning through our Division Curriculum Committees (DCC) and our work to create an Ethnic Studies Course ahead of the scheduled State deadline of the 2026-27 school year. All JCCS Math teachers participated in professional learning offerings throughout the year to ensure understanding and best practices in teaching the adopted curricula. This school year, the Science teachers continue to receive training to best utilize the Discovery Ed curriculum. Support for our work in sound decision-making for our students continues to be a focus where teachers are utilizing the California Healthy Youth Act for all students entitled “Rights, Respect, and Responsibilities” curriculum. Our History/Social Studies DCC continues to work with History in creating meaningful engagement in our curriculum for US and World History in addition to Government and Economics. We are actively finding opportunities to support our mission of attaining the Seal of Civic Engagement for all students. Finally, we are excited to begin our work in a new ELA/ELD DCC and this will come with extensive professional learning as well.

All JCCS employees continue to reinforce Positive Behavior Intervention and Support while using restorative practices to develop common language, philosophies, and practices to support students and families and to increase positive school culture while working to decrease exclusionary practices. Our District Equity Leadership Team (DELTA) continues to create and implement systems of support for students’ academic and behavioral needs. For behavioral support, Monarch participates in ongoing Positive Behavior Intervention and Support (PBIS) training for a solid fourth year of a five-year implementation. To this end, the Monarch School earned a silver award for the fidelity of their efforts at PBIS implementation. Support for tiered support, implementation with fidelity, and developing classroom systems to support the needs of each student through PBIS is ongoing. All teachers continue to have access to one-on-one and small group coaching with our cadre of instructional coaches to work on self-identified areas for instructional support. Additionally, all Monarch teachers and staff receive monthly professional learning including both excellent teaching and learning strategies, academic content, and our work in a positive school culture (MTSS/PBIS/RP). This includes powerful opportunities to learn and grow in instructing our students in areas of development through Social Emotional Learning. Finally, since July 2004, JCCS has participated in the South County Induction Consortium, formally known as Beginning Teacher Support and Assessment, to support newly credentialed teachers.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	130	95	68