

Monarch River Academy
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



MONARCH RIVER ACADEMY

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.

2022-23 School Contact Information

School Name	Monarch River Academy
Street	3610 E. Ashlan Ave
City, State, Zip	Fresno, CA 93726
Phone Number	559-289-7069
Principal	Stephanie Johnson, Superintendent
Email Address	steph.johnson@centralvcs.org
School Website	http://monarchriveracademy.org/
County-District-School (CDS) Code	54718110139477

2022-23 District Contact Information

District Name	Monarch River Academy
Phone Number	(559) 782-5700
Superintendent	Brandon Chiapa
Email Address	bchiapa@altavistaesd.org
District Website Address	www.altavistaesd.org

2022-23 School Overview

Monarch River Academy is a tuition-free, public charter school serving transitional kindergarten through 12th-grade students in Tulare, Kings, Fresno, Kern, and Inyo Counties. We take great pride in being able to offer our students flexible personalized learning experiences through our many unique and dynamic programs.

Mission:

Monarch River Academy provides a flexible personalized learning experience, empowering families to tailor a program designed around the specific needs of each student. In collaboration with highly qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success.

Vision;

Monarch River Academy develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st century.

Schoolwide Learner Outcomes;

Monarch River Academy established goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our school culture: they reflect our school vision, the College and Career Readiness Standards, and the education of the whole child.

We strive to help all of our students become:

Navigators of the Digital World - Navigators of the digital world who are proficient in the use of technology, media, and online resources.

Self-Directed - Self-directed and motivated students who are able to set attainable goals to achieve academic success.

Personalized Learners - Personalized learners who are able to thrive in the style of education that best fits their individual needs.

Independent Critical Thinkers - Independent critical thinkers who have the ability to problem-solve, take ownership, and apply their knowledge to a variety of problems.

Responsible Citizens - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.

About this School

2021-22 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	155
Grade 1	156
Grade 2	104
Grade 3	116
Grade 4	114
Grade 5	106
Grade 6	97
Grade 7	72
Grade 8	54
Grade 9	56
Grade 10	24
Grade 11	26
Grade 12	28
Total Enrollment	1,108

2021-22 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	51.3
Male	48.6
American Indian or Alaska Native	0.4
Asian	2.1
Black or African American	2.3
Filipino	0.1
Hispanic or Latino	30.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8.0
White	51.7
English Learners	0.5
Foster Youth	0.0
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	41.8
Students with Disabilities	12.4

A. Conditions of Learning **State Priority: Basic**

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

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

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)	22.50	61.89	44.30	72.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	2.98	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.47	0.10	0.28	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	12.60	34.68	12.60	20.56	12115.80	4.41
Unknown	1.00	2.94	2.40	3.91	18854.30	6.86
Total Teaching Positions	36.30	100.00	61.30	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)	27.00	57.90	47.50	66.30	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	4.18	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.31	2.00	2.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	18.50	39.76	18.50	25.91	11953.10	4.28
Unknown	0.00	0.00	0.50	0.70	15831.90	5.67
Total Teaching Positions	46.70	100.00	71.70	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.10	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	1.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	12.60	18.50
Total Out-of-Field Teachers	12.60	18.50

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	0.00	20.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.20	6.20

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		June 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odyseyware Lincoln Empowered Mody Max Reading Horizons Bridgeway	Yes	0
Mathematics	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odyseyware Lincoln Empowered Mody Max Bridgeway Eureka	Yes	0
Science	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odyseyware Lincoln Empowered Mody Max Bridgeway	Yes	0
History-Social Science	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odyseyware Lincoln Empowered Mody Max Bridgeway	Yes	0
Foreign Language	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odyseyware Lincoln Empowered Bridgeway	Yes	0
Health	McGraw-Hill ALEKS Edgenuity K12	Yes	0

	StrongMind Acellus Odysseyware Lincoln Empowered Bridgeway		
Visual and Performing Arts	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Bridgeway	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		0

School Facility Conditions and Planned Improvements

Monarch River Academy is a non-classroom based program; however, there is an office and library related to school operations located in Fresno, CA.

Year and month of the most recent FIT report

January 10, 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			There is no playground in our office space.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	47	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	29	N/A	20	N/A	33

2021-22 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	536	505	94.22	5.78	46.93
Female	271	253	93.36	6.64	49.80
Male	263	250	95.06	4.94	43.60
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	63.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	149	93.13	6.87	38.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	70	68	97.14	2.86	47.06
White	284	266	93.66	6.34	52.26
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	12	12	100.00	0.00	75.00
Socioeconomically Disadvantaged	206	191	92.72	7.28	37.17
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	72	63	87.50	12.50	20.63

2021-22 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	536	508	94.78	5.22	28.80
Female	271	253	93.36	6.64	25.30
Male	263	253	96.20	3.80	32.54
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	54.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	152	95.00	5.00	19.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	70	68	97.14	2.86	22.06
White	284	266	93.66	6.34	34.96
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	12	12	100.00	0.00	50.00
Socioeconomically Disadvantaged	206	192	93.20	6.80	20.94
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	72	65	90.28	9.72	9.38

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	--	37.85	2.75	6.56	28.5	29.47

2021-22 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	219	177	80.82	19.18	37.85
Female	100	78	78	22	30.77
Male	117	97	82.91	17.09	44.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	52	74.29	25.71	26.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	23	88.46	11.54	43.48
White	116	95	81.9	18.1	43.16
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	94	69	73.4	26.6	26.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	23	65.71	34.29	8.7

2021-22 Career Technical Education Programs

Today's Career Tech Education (CTE) is a program of study designed to integrate core academic knowledge with technical and occupational knowledge. Programs provide a wide range of learning experiences spanning a variety of career tracks, fields, and industries. While Career Tech Education is designed to prepare students for the world of work, completion of a pathway also helps pave the way to additional study after high school. Students may have the opportunity to gain work experience through internships, job shadowing, on-the-job training, and industry certification opportunities. At Central Valley Charter Schools we offer a variety of options for students to explore and pursue Career Technical Pathways.

Currently, we have 2 pathways offered through High School Virtual Academy Live! The first pathway is the Animal Science Pathway which allows students to learn all about animal breeds, care, nutrition, and medical needs as well as the science behind food production. The second pathway offered is the Agriscience Pathway which allows students to study California agriculture, sustainability, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences. All of these courses are A-G approved as well allowing students to explore their desired CTE pathway while still preparing for further education after high school.

This year we are now able to offer 16 different pathways through eDynamics with in-house CTE teachers overseeing the courses. We have also launched a Middle School CTE course for Career Exploration that allows students to be introduced to the various career pathways and choose one that best fits their interests. There are also over 30 students throughout our high schools that are taking CTE courses through various vendors and community colleges that we work closely with

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	16
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	93.28
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	9.09

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	88.12%	88.12%	88.12%	88.12%	88.12%
Grade 7	84.51%	84.51%	84.51%	84.51%	84.51%
Grade 9	96%	96%	96%	96%	96%

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.

2022-23 Opportunities for Parental Involvement

Monarch River Academy ensures parents, legal guardians, and teachers have an opportunity to participate in the governance of the school. Some of the voting members of the board of directors are parents/guardians. The parent representatives provide insight into students and families as it is related to program planning, design, and implementation. Parents/guardians assist with field trips, community events, and other school-related activities. Parent satisfaction surveys are provided electronically to all parents annually in the spring. The surveys are developed specifically to assess parent input on the effectiveness of all aspects of the school from their perspective, related to their experience. The results of the survey are reviewed along with information on program effectiveness from a variety of in-house assessments such as student and staff engagement surveys, summative and formative assessment data. Survey results are shared with families and the community. In addition, the school has partnered with local community organizations and businesses to provide educational workshops, and outreach that enriches the students' educational experience.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate			13.5			13.5		8.9	7.8
Graduation Rate			83.8			83.8		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	37	31	83.8
Female	20	16	80.0
Male	17	15	88.2
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	24	22	91.7
English Learners	0	0	0.0
Foster Youth	--	--	--
Homeless	0	0	0.0
Socioeconomically Disadvantaged	22	20	90.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1179	1151	27	2.3
Female	600	590	14	2.4
Male	577	559	13	2.3
American Indian or Alaska Native	4	4	1	25.0
Asian	24	23	0	0.0
Black or African American	27	26	1	3.8
Filipino	1	1	0	0.0
Hispanic or Latino	365	356	13	3.7
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	91	90	1	1.1
White	607	593	11	1.9
English Learners	5	5	0	0.0
Foster Youth	4	4	2	50.0
Homeless	15	15	0	0.0
Socioeconomically Disadvantaged	509	499	14	2.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	157	151	4	2.6

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.21	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	3.59	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The Monarch River Academy Comprehensive Safety Plan was approved by the board on 8/15/21 & 8/23/22. This plan was developed with the unique needs of a non-classroom based school at the forefront of its development. The plan utilizes an incident command structure where each individual responsible for the implementation of an emergency response only needs to know the basic responses of four initial actions and then a compartmentalized set of actions that can be given to individuals during an emergency. The four initial actions are "Duck and Cover", "Evacuation", "Shelter-in-place", and "Lock-Down". One of these initial actions will be used in any emergency.

After the initial action the Safety Plan has "Responsibilities", "Safety", "Start-up Actions", "Operational Duties", and "Closing Down" actions for different roles in an emergency. These roles are:

Incident Commander
Public Information Officer
Student Care Group
First Aid Group
Search and Rescue Group
Student Accountability Group
Student Release Group

In addition, the Safety Plan has a Media Relations Guide, and procedures for Earthquakes, Hazardous Material Releases, Intruder on Site, Severe Weather, Utility Loss or Damage, Bomb Threat, Basic Medical Emergency, and an Incident Report Form.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	2	86		
1	2	54		
2	2	53		
3	2	42		
4	2	48		
5	2	43		
6	2	38		

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	3	49		
1	4	28		
2	3	33		
3	3	29		
4	4	30		
5	3	31		
6	3	25		
Other	2	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	3	56		
1	4	37		
2	3	35		
3	3	34		
4	4	32		
5	3	35		
6	3	34		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	2	46		
Mathematics	1	62		
Science	2	43		
Social Science	2	40		

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	2	42		
Mathematics	2	45		
Science	2	28		
Social Science	2	37		

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	2	47		
Mathematics	2	51		
Science	2	42		
Social Science	2	50		

2021-22 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	2770

2021-22 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	7.9

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	9673	1643	8030	59961
District	N/A	N/A	8030	\$80,473
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	19.6	

2021-22 Types of Services Funded

Monarch River Academy provides comprehensive services to support students' academic development. Eligible students receive special education services to support their Individualized Education Plan (IEP), students are provided resources such as textbooks, technology, and related educational materials. In addition, the school regularly measures student proficiency in English Language Arts and Mathematics through a variety of metrics including online benchmark assessment three times per year. Students who receive a score indicating a grade level proficiency that is two or more levels below their current grade level on any one standard are provided support including a specialized curriculum, tutoring, and/or an academic coach. Individualized supports focus on a student's demonstrated area of need and are available in virtual tutoring or online intervention program as well as a robust SEL and transition program. The school has partnered with local community organizations and businesses to provide educational workshops, and outreach that enriches the student's educational experience.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$50,347	\$46,844
Mid-Range Teacher Salary	\$77,498	\$73,398
Highest Teacher Salary	\$102,599	\$93,345
Average Principal Salary (Elementary)	\$144,944	\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$187,987	\$136,296
Percent of Budget for Teacher Salaries	31%	30%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	1.5
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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	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	2

Professional Development

Monarch River Academy is committed to research-based professional development in all four content area. We partner with our local county offices and other professional organizations for on-going professional develop throughout the school year for all staff including parents and students.

Based on data from the feedback we received from our teachers towards the end of the last school year (2021/2022), we moved to an individualized Professional Development (PD) plan for the current school year (2022-2023). We offered eight PD choices this year based on a needs self-assessment our teachers took. (HERE is the raw data and HERE is the analysis)

We created the eight PD courses and allowed all staff (certificated and classified) to choose one (or more if they wanted). Each PD is taught by a qualified member of our leadership team with a Master's Degree and is approximately 15 hours of synchronous and/or asynchronous research, activities, projects, assignments, etc. Every PD is research-based, applicable to our model of education, and supports all students.

PDs offered: Virtual Instruction Strategies, College & Career Readiness, Supporting High School Writers, Having Difficult Conversations, Helping Students Become Mathematical Thinkers (TCOE Strategies - K-8th Grade), Technology (Google Suite), Helping Students Overcome Testing Anxiety, and Secondary Technology Tools.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	14	20	