

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

Monterey County Home Charter

Address: 901 Blanco Cir. Salinas, CA 93901-4401

Principal: Justin McCollum, Principal

Phone: (831) 755-0331

Email: jmccollum@monterey.k12.ca.us

Web Site:

CDS Code: 27102722730232

Monterey County Office of Education

Superintendent: Nancy Kotowski

Phone: (831) 755-0300

Email: kotowski@monterey.k12.ca.us

Web Site: www.monterey.k12.ca.us



I DATA AND ACCESS

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Monterey County Office of Education
 Phone Number: (831) 755-0300
 Superintendent: Nancy Kotowski
 E-mail Address: kotowski@monterey.k12.ca.us
 Web Site: www.monterey.k12.ca.us

School Contact Information Most Recent Year

School Name: Monterey County Home Charter
 Street: 901 Blanco Cir.
 City, State, Zip: Salinas, CA 93901-4401
 Phone Number: (831) 755-0331
 Principal: Justin McCollum, Principal
 E-mail Address: jmccollum@monterey.k12.ca.us
 Web Site:
 County-District-School
 (CDS) Code: 27102722730232

School Description and Mission Statement – Most Recent Year

The Monterey County Home Charter School (MCHCS) is a dependent charter school authorized by the Monterey County Office of Education. MCHCS serves students whose families are willing and able to work in conjunction with MCHCS teachers and support staff to provide instruction and monitor their student's learning at home in kindergarten through grade 12 in a nonclassroom-based learning environment. MCHCS serves students in Monterey County and adjacent counties. Credentialed teachers meet with students (and sometimes families) on a regular basis (either weekly or biweekly) and monitor students' progress in curricular areas as outlined by the California State Standards.

The mission of the Monterey County Home Charter School is to plan, monitor, and assist in the education of students in K – 12 in a homeschool learning environment enabling them to speak, read, write, use technology, and calculate effectively to become self-motivated, competent, and lifelong learners. The Monterey County Home Charter School provides students with the necessary resources to achieve success and meet state standards in core academic subjects appropriate to their level.

The MCHCS teachers work together with the student and his or her parents to develop an Individual Learning Plan (ILP) that addresses the student's unique and specific educational needs and academic goals. Student success is achieved through a collaborative effort with parents as the primary deliverers of the educational program, "Highly Qualified" certificated teachers as supervisors of the educational program, and the community as a resource for the education program.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Transitional Kindergarten	5
Kindergarten	15
Grade 1	10
Grade 2	11
Grade 3	7
Grade 4	6
Grade 5	17
Grade 6	20
Grade 7	29
Grade 8	34
Grade 9	31
Grade 10	49
Grade 11	70
Grade 12	98
Total Enrollment	402

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.2%
American Indian or Alaska Native	0%
Asian	0.5%
Filipino	1.7%
Hispanic or Latino	56%
Native Hawaiian/Pacific Islander	0.7%
White	39.3%
Two or More Races	0%
Socioeconomically Disadvantaged	52%
English Learners	15.4%
Students with Disabilities	12.9%
Foster Youth	2%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

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

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

Teacher Credentials

Teachers	School 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	20	21	20	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Yes, 2003 (Grades K-5); Yes, 2013 (Grades 6-12).	No (Grades K-5); Yes (Grades 6-12).	0%
Mathematics	Yes, 2008 (Grades K-5); Yes, 2013 (Grades 6-12).	No (Grades K-5); Yes (Grades 6-12).	0%
Science	Yes, 2004.	No	0%
History-Social Science	Yes, 2006.	Yes	0%
Foreign Language	N/A	N/A	0%
Health	Yes, 2000.	No	0%
Visual and Performing Arts	Yes, 2000.	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements – Most Recent Year

The Monterey County Home Charter School is housed at the Monterey County Office of Education in portable buildings that are in good condition. The restrooms are shared by other housed programs and are also in good condition. All of the buildings and their infrastructures are well cared for. The Monterey County Office of Education has a long-term plan to replace the portables with a permanent structure and is working toward that goal.

In the meantime, the facilities receive regular, routine-restrictive maintenance services from the MCOE Facilities Services Department. Carpets in the main offices were replaced in 2014-15, and the main office was repainted. During the 2013-14 school year, warped and cracked ramps and detached hand railings are being fixed, and all bookshelves are being checked to ensure that they are appropriately fastened to floors and/or walls to increase safety in the event of seismic activity.

In addition to these facilities, MCHCS operated in two leased facilities: one adjacent to MCOE in Salinas, and one in King City. These facilities are in good condition and well cared for by their respective property managers and are serviced by professional custodians.

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: January 2016

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

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

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], Science California Standards Tests); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	40%	28%	44%
Mathematics (grades 3-8 and 11)	10%	7%	33%

NOTE: Scores are not shown 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.

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	10	9	90%	--	--	--	--
Male	10	6	60%	--	--	--	--
Female	10	3	30%	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian	10	1	10%	--	--	--	--
Filipino							
Hispanic or Latino	10	4	40%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	10	4	40%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	10	4	40%	--	--	--	--
English Learners	10	3	30%	--	--	--	--
Students with Disabilities	10	1	10%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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

NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	7	6	85.7%	--	--	--	--
Male	7	5	71.4%	--	--	--	--
Female	7	1	14.3%	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	7	3	42.9%	--	--	--	--
Native Hawaiian or Pacific Islander	7	1	14.3%	--	--	--	--
White	7	2	28.6%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	7	1	14.3%	--	--	--	--
English Learners	7	1	14.3%	--	--	--	--
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	18	16	88.9%	38%	19%	25%	13%
Male	18	11	61.1%	45%	18%	18%	18%
Female	18	5	27.8%	--	--	--	--
Black or African American							
American Indian or Alaska Native	18	1	5.6%	--	--	--	--
Asian							
Filipino	18	1	5.6%	--	--	--	--
Hispanic or Latino	18	6	33.3%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	18	8	44.4%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	18	7	38.9%	--	--	--	--
English Learners	18	3	16.7%	--	--	--	--
Students with Disabilities	18	4	22.2%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	23	17	73.9%	24%	24%	35%	12%
Male	23	8	34.8%	--	--	--	--
Female	23	9	39.1%	--	--	--	--
Black or African American	23	1	4.3%	--	--	--	--
American Indian or Alaska Native							
Asian							
Filipino	23	1	4.3%	--	--	--	--
Hispanic or Latino	23	9	39.1%	--	--	--	--
Native Hawaiian or Pacific Islander	23	1	4.3%	--	--	--	--
White	23	5	21.7%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	23	9	39.1%	--	--	--	--
English Learners	23	3	13%	--	--	--	--
Students with Disabilities	23	2	8.7%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	31	23	74.2%	35%	17%	39%	4%
Male	31	8	25.8%	--	--	--	--
Female	31	15	48.4%	27%	13%	47%	7%
Black or African American	31	1	3.2%	--	--	--	--
American Indian or Alaska Native	31	1	3.2%	--	--	--	--
Asian							
Filipino							
Hispanic or Latino	31	11	35.5%	45%	0%	45%	0%
Native Hawaiian or Pacific Islander	31	1	3.2%	--	--	--	--
White	31	9	29%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	31	12	38.7%	42%	17%	33%	0%
English Learners	31	4	12.9%	--	--	--	--
Students with Disabilities	31	2	6.5%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	41	30	73.2%	30%	33%	30%	0%
Male	41	17	41.5%	41%	18%	29%	0%
Female	41	13	31.7%	15%	54%	31%	0%
Black or African American	41	0	0%	--	--	--	--
American Indian or Alaska Native							
Asian	41	2	4.9%	--	--	--	--
Filipino							
Hispanic or Latino	41	13	31.7%	38%	15%	38%	0%
Native Hawaiian or Pacific Islander							
White	41	15	36.6%	20%	47%	27%	0%
Two or More Races							
Socioeconomically Disadvantaged	41	18	43.9%	33%	39%	28%	0%
English Learners	41	7	17.1%	--	--	--	--
Students with Disabilities	41	3	7.3%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	90	78	86.7%	21%	32%	41%	4%
Male	90	33	36.7%	15%	33%	52%	0%
Female	90	45	50%	24%	31%	33%	7%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino	90	1	1.1%	--	--	--	--
Hispanic or Latino	90	67	74.4%	24%	30%	42%	1%
Native Hawaiian or Pacific Islander							
White	90	10	11.1%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	90	57	63.3%	18%	37%	40%	2%
English Learners	90	15	16.7%	60%	33%	7%	0%
Students with Disabilities	90	5	5.6%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	10	9	90%	--	--	--	--
Male	10	6	60%	--	--	--	--
Female	10	3	30%	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian	10	1	10%	--	--	--	--
Filipino							
Hispanic or Latino	10	4	40%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	10	4	40%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	10	4	40%	--	--	--	--
English Learners	10	3	30%	--	--	--	--
Students with Disabilities	10	1	10%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	7	5	71.4%	--	--	--	--
Male	7	5	71.4%	--	--	--	--
Female	7	0	0%	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	7	2	28.6%	--	--	--	--
Native Hawaiian or Pacific Islander	7	1	14.3%	--	--	--	--
White	7	2	28.6%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	7	1	14.3%	--	--	--	--
English Learners	7	0	0%	--	--	--	--
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	18	16	88.9%	38%	38%	6%	6%
Male	18	11	61.1%	36%	45%	9%	9%
Female	18	5	27.8%	--	--	--	--
Black or African American							
American Indian or Alaska Native	18	1	5.6%	--	--	--	--
Asian							
Filipino	18	1	5.6%	--	--	--	--
Hispanic or Latino	18	6	33.3%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	18	8	44.4%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	18	7	38.9%	--	--	--	--
English Learners	18	3	16.7%	--	--	--	--
Students with Disabilities	18	4	22.2%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	23	17	73.9%	53%	18%	18%	6%
Male	23	8	34.8%	--	--	--	--
Female	23	9	39.1%	--	--	--	--
Black or African American	23	1	4.3%	--	--	--	--
American Indian or Alaska Native							
Asian							
Filipino	23	1	4.3%	--	--	--	--
Hispanic or Latino	23	9	39.1%	--	--	--	--
Native Hawaiian or Pacific Islander	23	1	4.3%	--	--	--	--
White	23	5	21.7%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	23	9	39.1%	--	--	--	--
English Learners	23	3	13%	--	--	--	--
Students with Disabilities	23	2	8.7%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	31	23	74.2%	57%	30%	0%	4%
Male	31	8	25.8%	--	--	--	--
Female	31	15	48.4%	53%	33%	0%	7%
Black or African American	31	1	3.2%	--	--	--	--
American Indian or Alaska Native	31	1	3.2%	--	--	--	--
Asian							
Filipino							
Hispanic or Latino	31	11	35.5%	64%	27%	0%	0%
Native Hawaiian or Pacific Islander	31	1	3.2%	--	--	--	--
White	31	9	29%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	31	12	38.7%	67%	25%	0%	0%
English Learners	31	4	12.9%	--	--	--	--
Students with Disabilities	31	2	6.5%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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

NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	41	29	70.7%	69%	14%	10%	3%
Male	41	16	39%	63%	13%	13%	6%
Female	41	13	31.7%	77%	15%	8%	0%
Black or African American	41	0	0%	--	--	--	--
American Indian or Alaska Native							
Asian	41	2	4.9%	--	--	--	--
Filipino							
Hispanic or Latino	41	12	29.3%	75%	8%	17%	0%
Native Hawaiian or Pacific Islander							
White	41	15	36.6%	60%	20%	7%	7%
Two or More Races							
Socioeconomically Disadvantaged	41	18	43.9%	83%	11%	6%	0%
English Learners	41	6	14.6%	--	--	--	--
Students with Disabilities	41	3	7.3%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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

NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	90	78	86.7%	71%	23%	1%	0%
Male	90	33	36.7%	67%	30%	3%	0%
Female	90	45	50%	73%	18%	0%	0%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino	90	1	1.1%	--	--	--	--
Hispanic or Latino	90	67	74.4%	70%	24%	1%	0%
Native Hawaiian or Pacific Islander							
White	90	10	11.1%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	90	57	63.3%	72%	23%	2%	0%
English Learners	90	15	16.7%	80%	7%	0%	0%
Students with Disabilities	90	5	5.6%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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

NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	38%	34%	31%	23%	21%	21%	59%	60%	56%

NOTE: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	21%	Native Hawaiian or Pacific Islander	
All Students at the School	31%	White	29%
Male	32%	Two or More Races	
Female	21%	Socioeconomically Disadvantaged	25%
Black or African American	–	English Learners	–
American Indian or Alaska Native	–	Students with Disabilities	–
Asian	–	Students Receiving Migrant Education Services	
Filipino	–	Foster Youth	–
Hispanic or Latino	26%		

NOTE: Scores are not shown 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.

Career Technical Education Programs (School Year 2014-15)

The Monterey County Home Charter School enrolls eligible and interested students in the Mission Trails Regional Occupational Program (MTROP). This is an organization of individual vocational school sites affiliated with various school districts throughout Monterey County. Some courses are offered at high school sites and some at ROP campuses.

MTROP provides:

- vocational training and development
- career training courses and certifications
- career planning services

MCHCS high school juniors and seniors benefit from access to MTROP's professional-level vocational training. The primary objective is to provide our communities with skilled workers in a variety of vocations and to offer our students another pathway for success.

MCHCS also utilizes the WhoDoUWant2B website offered through a partnership between the California Department of Education, the State of California, and California Community Colleges. Interested students are encouraged to concurrently enroll in a variety of courses at the local Community Colleges to explore vocations.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	38
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	88%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

STATE PRIORITY: OTHER PUPIL OUTCOME

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	36%	39%	40%	29%	37%	45%	57%	56%	58%
Mathematics	19%	29%	23%	21%	37%	34%	60%	62%	59%

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

California High School Exit Examination Results for All Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	55%	29%	16%	66%	24%	10%
All Students at the School	60%	30%	10%	77%	23%	
Male	57%	33%	10%	62%	38%	
Female	63%	27%	10%	91%	9%	
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	68%	32%		79%	21%	
Native Hawaiian or Pacific Islander						
White	39%	28%	33%	71%	29%	
Two or More Races						
Socioeconomically Disadvantaged	79%	18%	3%	91%	9%	
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						
Foster Youth						

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	46.2%	30.1%	15.3%
7	68.1%	27.2%	9%
9	54.5%	24.2%	12.1%

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

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

Opportunities for Parental Involvement - Most Recent Year

Homeschool parents and students meet with their assigned teacher for weekly or bi-weekly meetings. Homeschool parents are deeply involved in their child’s academic program through their role as the daily and primary instructor of their student.

Moreover, parents have an opportunity to be representatives on the MCHCS’s Governance Council and English Language Advisory Committee as well as to participate in the MCHCS Foundation.

In addition, monthly workshops, field trips, events, and programs enable parents to share learning with their students; workshops designed to provide support to parents are held as needed. Parent participation is highly encouraged and observed in all aspects of the program.

STATE PRIORITY: PUPIL ENGAGEMENT

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	12.3%	10.4%	9.6%	12.3%	10.4%	9.6%	13.1%	11.4%	11.5%
Graduation Rate	79.13%	80.02%	81.55%	79.13%	80.02%	81.55%	78.87%	80.44%	80.95%

Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	District	State
All Students	81.67	45.2	84.6
Black or African American	0	0	76
American Indian or Alaska Native	0	0	78.07
Asian	100	50	92.62
Filipino	100	66.67	96.49
Hispanic or Latino	80	43.65	81.28
Native Hawaiian/Pacific Islander	0	0	83.58
White	92.59	66.67	89.93
Two or More Races	83.33	75	82.8
Socioeconomically Disadvantaged	78	43.77	81.36
English Learners	42.11	24.56	50.76
Students with Disabilities	65	31.25	61.28
Foster Youth	–	–	–

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

Rate*	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0	0	0	1.64	1.43	1.66	5.07	4.36	3.8
Expulsions	0	0	0	0	0	0	0.13	0.1	0.09

School Safety Plan – Most Recent Year

The School Site Safety Plan is reviewed and discussed annually and on an ongoing basis with the staff, the MCHCS Governance Council, and the MCOE Facilities Services Department. It includes actions to be taken in the event of a crisis and shall ensure compliance with law, MCOE Board Policy, and MCOE Administrative Regulations. The MCOE Superintendent or designee is responsible for reviewing with staff on an annual basis the components of the comprehensive safety plan.

Legal reference: Education Code 212.6 Sexual harassment, 32260-32262 Interagency School Safety Demonstration Act of 1985, 335147 School Site Councils and advisory committees, 35183 School dress code; uniforms, 35291 Rules, 35291.5 School adopted discipline rules, 35294-35294.9 School Safety Plans, 48900-48926 Suspension and Expulsion, 48950 Speech and other communication.

Policies and Procedures: Child Abuse; Disaster; Suspension and Expulsion; Notification to Teachers; Sexual Harassment; Dress Code; Ingress and Egress; Safe and orderly environment: Tobacco, alcohol, and drugs; Accident Prevention; Health Standards; Arrest; Interrogation; Weapons; Explosives; Property; Privacy; Searches; and School Discipline.

All of these areas and more are addressed in the MCHCS School Site Safety Plan.

D. OTHER SARC INFORMATION

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate - English-Language Arts	No	No	Yes
Met Participation Rate - Mathematics	No	No	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	No	No	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2011-2012
Year in Program Improvement*	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.33	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non - teaching)	.5	N/A
Other	5	N/A

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

In addition to weekly support provided by homeschool and independent study teachers, students are afforded opportunities to attend site-based classes (e.g., Math 1, Pre Math 1, EL Support Workshop, etc.) and tutoring sessions for further academic support. Moreover, students are able to attend a computer math lab, study lab, or our academic events--field trips, workshops, science and art activities, etc. In addition, students are offered several digital, web-based resources through which they can receive further academic support from the comfort of their home (i.e., ThinkThroughMath, Rosetta Stone, Imagine Learning, Read Naturally, etc.).

Teacher and Administrative Salaries (Fiscal Year 2013-14)

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		

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2014-15)

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	0%

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

* Where there are student course enrollments.

Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The major areas of focus for staff development have been the California Common Core State Standards, meeting the needs of English learners, and offering the Verification Process for Special Settings to teachers who need to become "highly qualified" in a core academic area. Apart from these areas, teachers have examined student achievement data to determine areas they want to, or need to, explore for further professional development.

Implementation of professional development learning goals is followed up by administration and monitored through teacher surveys, observations, and workshops.

Staff development occurs within the workday and on some weekends. Each year, approximately 3 workdays are utilized for staff development. Most in-service occurs during planned staff meeting times. Moreover, such professional development opportunities are supported through our Professional Learning Community sessions, which occur almost every week of the school year. (Any training that is available on school days is scheduled with parent/student notification.)