

LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Monterey County Home Charter School		
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## [2017-20 Plan Summary](#)

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Monterey County Home Charter School (MCHCS) provides a voluntary alternative public educational choice for families of students in grades TK – 12 who choose to educate their students in a non-traditional, non-classroom based, home learning environment.

MCHCS offers two programs to students and families: a homeschool program for students TK-12, and an independent study program available for qualifying high school students. When students are enrolled in the traditional homeschool program, parents act as the primary deliverers of their child's academic instruction. Within both programs, Monterey County Home Charter School provides guidance, support, assistance, and selected resource materials to enable students, parents, and families to succeed in meeting the individual academic needs of each student. MCHCS provides an alternative means for the delivery of a challenging and comprehensive educational program to students whose learning styles or family choices make a non-traditional school environment preferable.

MCHCS is a conversion charter school that has been operating with the support of the Monterey County Office of Education since 2000. MCHCS is structured to meet the unique and changing needs of our students and their families in a flexible and creative manner. With guidance and supervision from certificated teachers, students and parents are provided the opportunity to take responsibility for the educational program that best meets the needs of the student. The school's long-term, overarching goal is for each student to display academic skills that exceed the average performance realized by students in the district of residence to which the student belongs.

Monterey County Home Charter School received its initial six-year accreditation from the Western Association of Schools and Colleges (WASC) in March 2007. In 2013, WASC granted MCHCS

another six-year accreditation. It is the belief of the school that this multiple, six-year accreditation status is the result of sound and effective instructional programs and practices employed by its highly qualified teachers, who constantly make data-driven instructional decisions. Such data, information, and decision making gives instructors the ability to provide targeted academic support to students while simultaneously acting as resource agents that provide support for all students and their families.

**MCHCS Mission Statement:** Monterey County Home Charter School provides a safe, positive, and dynamic non-classroom-based learning environment that challenges students in a nurturing and supportive fashion. MCHCS provides each student with individualized, state-standard-aligned resources best suited to match their specific needs, skills, and interests. This approach encourages students to reach their highest academic potential and provides them with the skills necessary for transition to post-secondary education and training, college, and to the establishment of a successful career.

**MCHCS Vision Statement:** All students have the ability to be self-confident, lifelong learners that recognize the intrinsic, individual, and communal value of academic achievement and educational success. Through active participation and engagement, Monterey County Home Charter School students will progressively enhance their academic and social skills as they become effective communicators, skillful critical thinkers, expert problem solvers, responsible users of technology, and exemplary citizens.

## **LCAP HIGHLIGHTS**

Identify and briefly summarize the key features of this year's LCAP.

Students will begin the school year with a single subject math teacher that will teach site-based classes in the high school Algebra 1, Geometry, Algebra 2, etc. math course progression.

In the summer of 2017, MCHCS is offering a robust summer program, which includes a special education program, the MCHCS Math Camp, and a traditional independent study program; MCHCS plans to continue this offering (and perhaps expand upon it) in the summer of 2018.

Priority registration for special education, socioeconomically disadvantaged, and EL students for classes, tutoring sessions, work shops, field trips, etc.

Priority checkout of technology (e.g., laptops, tablets, etc.) for special education, socioeconomically disadvantaged, and EL students.

Fresh fruit will be available in the office on a daily basis.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### GREATEST PROGRESS

MCHCS continues to experience programmatic growth and academic progress as it evolves into a 21<sup>st</sup>-century non-classroom-based school. Examples of such growth and progress include, but are not limited to, the following:

- Drastic increase in site-based support available to students
- Implementation of individual intervention plans (IIPs) in math and ELA
- Implementation of Smarter Balanced Interim Assessments in math
- A suspension rate of 0%, which we plan to maintain by continuing to engage students in a safe and supportive learning environment.
- It appears that at least 25.9% of our EL student population will be reclassified to “fluent English proficient” status
- A drastic improvement in student performance on NWEA MAP assessments between the winter 2015-16 administration and the winter 2016-17 administration:
  - The percentage of students performing at or above the national grade-level mean, 2015-16 vs. 2016-17:
    - 44% to 60% in reading
    - 47% to 59% in language
    - 26% to 43% in math

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### GREATEST NEEDS

While our overall academic growth on our internal assessments is impressive, we need to improve student performance on the CAASPP, especially the student performance of our special populations, all of which have performance gaps between our general student population.

Red or orange performance categories and MCHCS’s planned actions and services that will address these needs:

- English Learner Progress (K-12)
  - Priority registration for classes, tutoring sessions, work shops, field trips, etc., for EL students
  - Priority checkout of technology (e.g., laptops, tables, etc.) for EL students

- MCHCS will offer its teachers professional development opportunities designed to better serve EL students (i.e., SDAIE training, etc.)
- MCHCS plans to offer EL support workshops
- MCHCS plans to offer EL-specific tutoring sessions
- Graduation Rate
  - Students will have greater opportunity to earn the required 30 mathematics credits before the end of their senior year of high school by participating in the MCHCS Math Camp.
  - Students will be encouraged to take advantage of ROP and concurrent enrollment opportunities, both of which will assist students in meeting their high school graduation requirements. In addition, often such experiences more fully engage students, which increases the likelihood that they will earn their high school diploma within four years.
  - Weekly reporting to the district attorney's office in the county of the respective districts of residence.
  - Weekly reporting to districts of residence of dis-enrolled students who have not yet enrolled according to the state's database (CALPADS).
  - MCHCS data specialist will receive professional development opportunities regarding graduation data in CALPADS.
- English Language Arts (3-8) (Includes grades 9-12 as a local performance indicator)
  - To target the achievement gap, priority registration will be extended to special education, socioeconomically disadvantaged, and EL students for classes, tutoring sessions, workshops, field trips, etc.
    - These students will also receive priority checkout of technology (e.g., laptops, tablets, etc.)
  - New scope and sequence guides (SSGs) will be implemented in grades K-5 (New SSGs were implemented for grades 6-8 in 2016-17.)
  - Individual intervention plans (IIPs) will be implemented for students performing below grade level averages and for students whose performance level decreased since their last assessment (i.e., if winter score is lower than fall score, or if spring score is lower than winter/fall scores)
- Mathematics (3-8) (Includes grades 9-12 as a local performance indicator)
  - To target the achievement gap, priority registration will be extended to special education, socioeconomically disadvantaged, and EL students for classes, tutoring

- sessions, workshops, field trips, etc.
  - These students will also receive priority checkout of technology (e.g., laptops, tablets, etc.)
- Students will begin the school year with a single subject math teacher that will teach site-based classes in the high school Algebra 1, Geometry, Algebra 2, etc. math course progression.
- Instructional support videos that target data-defined student needs will be created by MCHCS teachers and provided to students
- In the summer of 2017, MCHCS is offering a robust summer program, which includes a special education program, the MCHCS Math Camp, and a traditional independent study program; MCHCS plans to continue this offering (and perhaps expand upon it) in the summer of 2018.
- Individual intervention plans (IIPs) will be implemented for students performing below grade level averages and for students whose performance level decreased since their last assessment (i.e., if winter score is lower than fall score, or if spring score is lower than winter/fall scores)

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**PERFORMANCE GAPS**

State indicators for which performance of identified student groups were two or more performance levels below the “all student” performance and MCHCS’s planned actions and services that will address these needs:  
  
N/A.

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Addressed above in “LCAP Highlights” and “Greatest Needs” sections.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$2,965,769
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$326,750

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

- 1000s (Credentialed Salaries) + 2000s (Classified Personnel Salaries) + 3000s (Employee Benefits): Approximately \$2,250,000
- 4000s (Books, Materials, and Supplies): Approximately \$10,000
- 5000s (Services and Other Operating Costs): Approximately \$145,000
- 7000s (Other Outgoing Costs): Approximately \$240,000 (Indirect Costs)

\$2,863,239	Total Projected LCFF Revenues for LCAP Year
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