

Monterey County Home Charter

School Accountability Report Card Reported Using Data from 2011–12 School Year Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

- This report has been compiled by **Multiple Measures, LLC** (<http://www.multiplemeasures.com>).
- The data were acquired from both the school and the CDE (<http://www.cde.ca.gov/ta/ac/sa/>).
- A single asterisk in a cell (*) means that the size of the group was numerically insignificant.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools

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 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

Contact Information (School Year 2012-13)

School		District	
School Name	Monterey County Home Charter	District Name	Monterey County Office of Education
Street	PO Box 80851	Phone Number	(831) 755-0300
City, State, Zip	Salinas, CA, 93912-0851	Web Site	www.monterey.k12.ca.us
Phone Number	(831) 755-0331	Superintendent	Nancy, Kotowski
Principal	Amy Ish, Administrator	E-mail Address	kotowski@monterey.k12.ca.us
E-mail Address	amish@monterey.k12.ca.us	CDS Code	27102722730232

School Description and Mission Statement (School Year 2011-12)

The Monterey County Home Charter School is a dependent charter with the Monterey County Office of Education. MCHCS serves students whose families are willing and able to provide instruction and monitor their child's learning at home in Kindergarten through Grade 12. MCHCS serves students in Monterey County and adjacent counties. Credentialed teachers meet with the 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 staff working together with the student and his/her parents develops an Individual Learning Plan (ILP) that addresses the student's unique and specific educational needs and academic goals. Student success is achieved in 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.

Opportunities for Parental Involvement (School Year 2011-12)

Parents meet with their assigned credentialed resource teacher for weekly or bi-weekly meetings. Parents in this program are involved in their child's academic program through their role as the daily and primary instructor of their student. They also have an opportunity to be representatives on the MCHCS's Governance Council and English Language Advisory Committee as well as have active roles on our MCHCS Foundation. Monthly workshops, field trips, events and programs enable parents to share learning with their students. Also workshops that address parent needs are held as needed. Parent participation is highly encouraged and observed in all aspects of the program.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Kindergarten	6
Grade 1	5
Grade 2	16
Grade 3	12
Grade 4	10
Grade 5	16
Grade 6	18
Grade 7	34
Grade 8	33
Ungraded Elementary	0
Grade 9	37
Grade 10	59
Grade 11	70
Grade 12	90
Ungraded Secondary	0
Total Enrollment	406

Student Enrollment by Subgroup (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.7%	White	32%
American Indian or Alaska Native	1%	Two or More Races	3.4%
Asian	1%	Socioeconomically Disadvantaged	53.9%
Filipino	0.7%	English Learners	18.2%
Hispanic or Latino	50.2%	Students with Disabilities	11.1%
Native Hawaiian/Pacific Islander	0.2%		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	n/a	n/a	n/a	n/a	no data	no data	no data	no data	no data	no data	no data	no data
1	n/a	n/a	n/a	n/a	no data	no data	no data	no data	no data	no data	no data	no data
2	n/a	n/a	n/a	n/a	no data	no data	no data	no data	no data	no data	no data	no data
3	n/a	n/a	n/a	n/a	no data	no data	no data	no data	no data	no data	no data	no data
4	n/a	n/a	n/a	n/a	no data	no data	no data	no data	no data	no data	no data	no data
5	n/a	n/a	n/a	n/a	no data	no data	no data	no data	no data	no data	no data	no data
6	n/a	n/a	n/a	n/a	no data	no data	no data	no data	no data	no data	no data	no data
Other	n/a	n/a	n/a	n/a	no data	no data	no data	no data	0	87	0	0

* 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	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	n/a	n/a	n/a	n/a	2.6	84	0	0	2.6	84	0	0
Mathematics	n/a	n/a	n/a	n/a	2	80	0	0	2	80	0	0
Science	n/a	n/a	n/a	n/a	2.6	18	0	0	2.6	18	0	0
Social Science	n/a	n/a	n/a	n/a	3.1	57	0	0	3.1	57	0	0

* 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.

III. School Climate

School Safety Plan (School Year 2011-12)

The School Safety Plan is reviewed and discussed annually and on an ongoing basis with the staff and Governance Council. The plan is modeled after and is in conjunction with the Monterey County Office of Education Alternative Programs' Safety Plan. It includes actions to be taken in the event of a crisis and shall ensure compliance with law, Board Policy and 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 are addressed in the MCHCS Safety Plan.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	0	0	0			
Expulsions	0	0	1	n/a	n/a	n/a

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

The Monterey County Home Charter School is housed at the Monterey County Office of Education in portable buildings that are in fair condition. The restrooms are shared by other housed programs and are modern and in excellent condition. The portables used are well cared for. The screens on the windows have been replaced. 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 there is a plan for deferred maintenance. Carpets in the main offices will be replaced this summer.

School Facility Good Repair Status (School Year 2012-13)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X	
Electrical: 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	
Overall Rating			X	

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	17	17	17	n/a
Without Full Credential	0	0	0	n/a
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	Highly Qualified Teachers	Non-Highly Qualified Teachers
This School	100%	0%
All Schools in District	95.12%	4.88%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	100%	0%

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (Librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	.33	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	.33	
Resource Specialist (non-teaching)	.5	
Other	.25	

Note: Cells shaded in gray do not require data.

* * 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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.

Year and month in which data were collected: _____ 11/12 _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Yes, 2003	No	0%
Mathematics	Yes, 2008	Yes	0%
Science	Yes, 2004	No	0%
History-Social Science	Yes, 2006	Yes	0%
Foreign Language	n/a	n/a	n/a
Health	Yes, 1994	No	0%
Visual and Performing Arts	Yes, 2000	No	0%
Science Laboratory Equipment (grades 9-12)	n/a	n/a	n/a

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	5,771	410	5,371	69,902
District			n/a	no data
Percent Difference: School Site and District			n/a	n/a
State			\$5,455	no data
Percent Difference: School Site and State			-1.5%	n/a

Note: Cells shaded in gray do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011-12)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

The Monterey County Home Charter School does not receive any categorical funding from the Federal government. Additional funding from Lottery and California High School Exit Exam support dollars are provided by the State. These funds are used to provide services such as tutoring, on-line classes, and intervention classes. Support curriculum is also provided with these resources.

The achievement level of MCHCS students is identified through their school records and/or test scores. English learners (EL) are identified upon the enrollment through the Home Language Survey form. Special Education students are initially identified through the enrollment form, then their school records and their IEP.

An Individual Learning Plan (ILP), as defined in the Charter, is developed for **ALL** MCHCS students regardless of their ability level. Through the ILP, students are placed in the appropriate program depending on their need. These plans are reviewed monthly and adjusted as called for.

A CLAD teacher is assigned to all ELL students who are then placed in appropriate curriculum per CELDT testing results.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	no data	no data
Mid-Range Teacher Salary	no data	no data
Highest Teacher Salary	no data	no data
Average Principal Salary (Elementary)	no data	no data
Average Principal Salary (Middle)	no data	no data
Average Principal Salary (High)	no data	no data
Superintendent Salary	no data	no data
Percent of Budget for Teacher Salaries	no data	no data
Percent of Budget for Administrative Salaries	no data	no data

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	38%	39%	47%	46%	42%	42%	52%	54%	56%
Mathematics	22%	27%	29%	52%	41%	41%	48%	50%	51%
Science	24%	33%	34%	23%	31%	37%	54%	57%	60%
History-Social Science	17%	19%	26%	15%	18%	20%	44%	48%	49%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	42%	41%	37%	20%
All Students at the School	47%	29%	34%	26%
Male	45%	30%	32%	34%
Female	50%	28%	36%	18%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	no data	no data	no data	no data
Filipino	0%	0%	0%	0%
Hispanic or Latino	38%	19%	25%	20%
Native Hawaiian/Pacific Islander	no data	no data	no data	no data
White	59%	39%	49%	36%
Two or More Races	36%	0%	0%	0%
Socioeconomically Disadvantaged	32%	0%	16%	17%
English Learners	10%	18%	0%	0%
Students with Disabilities	42%	29%	0%	9%
Students Receiving Migrant Education Services	no data	no data	no data	no data

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	33%	32%	39%	30%	32%	35%	54%	59%	56%
Mathematics	21%	20%	26%	21%	19%	26%	54%	56%	58%

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	65	17	18	74	22	4
All Students at the School	61	18	21	74	21	5
Male	65	12	23	68	29	4
Female	59	22	20	79	16	5
Black or African American	no data	no data	no data	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data	no data	no data	no data
Asian	no data	no data	no data	no data	no data	no data
Filipino	no data	no data	no data	no data	no data	no data
Hispanic or Latino	64	20	16	80	18	2
Native Hawaiian/Pacific Islander	no data	no data	no data	no data	no data	no data
White	65	6	29	73	27	0
Two or More Races	no data	no data	no data	no data	no data	no data
Socioeconomically Disadvantaged	69	31	0	92	8	0
English Learners	no data	no data	no data	no data	no data	no data
Students with Disabilities	no data	no data	no data	no data	no data	no data
Migrant Education Services	no data	no data	no data	no data	no data	no data

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 Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	no data	no data	no data
7	13.6%	22.7%	40.9%
9	0%	27.3%	13.6%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	4	2	2
Similar Schools	5	1	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	-35	20	30
Black or African American	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data
Asian	no data	no data	no data
Filipino	no data	no data	no data
Hispanic or Latino	-38	29	51
Native Hawaiian/Pacific Islander	no data	no data	no data
White	-22	4	24
Two or More Races		no data	no data
Socioeconomically Disadvantaged	no data	no data	no data
English Learners	no data	no data	no data
Students with Disabilities	no data	no data	no data

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	232	701	368	635	4664264	788
Black or African American	6	no data	10	no data	313201	710
American Indian or Alaska Native	3	no data	3	no data	31606	742
Asian	0	no data	1	no data	404670	905
Filipino	2	no data	2	no data	124824	869
Hispanic or Latino	117	656	234	587	2425230	740
Native Hawaiian/Pacific Islander	0	no data	0	no data	26563	775
White	96	755	104	743	1221860	853
Two or More Races	3	no data	6	no data	88428	849
Socioeconomically Disadvantaged	37	589	152	541	2779680	737
English Learners	51	624	127	550	1530297	716
Students with Disabilities	28	577	50	521	530935	607

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	No
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	No

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		14.3

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside Source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	no data	35.2%	13.1%	no data	16.5%	13.1%	no data	16.6%	14.4%
Graduation Rate	75.00%	67.03%	81.54%	86.30%	81.55%	81.54%	80.21%	78.59%	80.44%

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	92.88%	n/a	
Black or African American	0%	n/a	
American Indian or Alaska Native	0%	n/a	
Asian	0%	n/a	
Filipino	3.97%	n/a	
Hispanic or Latino	61.54%	n/a	
Native Hawaiian/Pacific Islander	1.27%	n/a	
White	34.12%	n/a	
Socioeconomically Disadvantaged	51.28%	n/a	
English Learners	48.72%	n/a	
Students with Disabilities	7.94%	n/a	

Note: Cells shaded in black do not require data.

Career Technical Education Programs (School Year 2011-12)

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 alternative education in 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 2011-12)

Measure	CTE Program Participation
Number of pupils participating in CTE	4
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	75%

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	no data
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	9.2%

Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	no data	
English	no data	
Fine and Performing Arts	no data	
Foreign Language	no data	
Mathematics	no data	
Science	no data	
Social Science	no data	
All courses	no data	no data

Note: Cells shaded in black do not require data.

*Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

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 Common Core 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 for professional development. These choices have included the areas listed above as well as support in teaching math and intervention for language arts. The staff received training on computer usage to support learning.

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 5 workdays are utilized for staff development. Most inservice occurs during planned staff meeting times. Any training that is available on school days is scheduled with parent/student notification.

This SARC report was compiled on 02/01/2013 with version 13.0.1e by

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