

Monterey County Home Charter School 2012-13 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14

Monterey County Home Charter

Contact Information (School Year 2013-14)

901 Blanco Cir.

Salinas, CA 93901

(831) 755-0331

Principal:

Constantino Silva, Administrator

Contact E-mail Address:

csilva@monterey.k12.ca.us

County-District-School (CDS) Code: 27102722730232

Monterey County Office of Education

Contact Information (School Year 2013-14)

(831) 755-0379

www.monterey.k12.ca.us

Superintendent:

Nancy Kotowski

Contact E-mail Address:

kotowski@monterey.k12.ca.us



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.

• 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information (School Year 2013-14)

Name	Monterey County Office of Education
Phone Number	(831) 755-0379
Web Site	www.monterey.k12.ca.us
Superintendent	Nancy Kotowski
E-mail Address	kotowski@monterey.k12.ca.us
CDS Code	27102722730232

School Contact Information (School Year 2013-14)

Name	Monterey County Home Charter
Street	901 Blanco Cir.
City, State, Zip	Salinas, CA 93901
Phone Number	(831) 755-0331
Principal	Constantino Silva, Administrator
E-mail Address	csilva@monterey.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

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 2012-13)

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.

III. 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	39%	47%	45%	42%	42%	42%	54%	56%	55%
Mathematics	27%	29%	33%	41%	41%	43%	49%	50%	50%
Science	33%	34%	41%	31%	37%	40%	57%	60%	59%
History-Social Science	19%	26%	24%	18%	20%	20%	48%	49%	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%	43%	40%	20%
All Students at the School	45%	33%	41%	24%
Male	50%	37%	56%	42%
Female	41%	29%	30%	13%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	37%	24%	30%	15%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	57%	35%	58%	41%
Two or More Races	58%	71%	N/A	N/A
Socioeconomically Disadvantaged	41%	27%	38%	18%
English Learners	8%	17%	N/A	N/A
Students with Disabilities	53%	42%	N/A	18%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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 Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	32%	39%	36%	32%	35%	29%	59%	56%	57%
Mathematics	20%	26%	19%	19%	26%	21%	56%	58%	60%

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)

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.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	71%	17%	13%	79%	17%	4%
All Students at the School	64%	19%	17%	81%	15%	4%
Male	65%	18%	18%	76%	18%	6%
Female	63%	20%	17%	83%	13%	3%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	72%	16%	13%	91%	9%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	42%	33%	25%	58%	33%	8%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	78%	13%	9%	97%	3%	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

California Physical Fitness Test Results (School Year 2012-13)

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/tg/pf/>.

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	N/A	N/A	N/A
7	27.8%	22.2%	16.7%
9	25%	4.2%	16.7%

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.

IV. 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	2010	2011	2012
Statewide	2	2	3
Similar Schools	1	5	8

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	20	30	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	29	50	-12
Native Hawaiian or Pacific Islander			
White	4	24	0
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			-54
Students with Disabilities			

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 - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	237	710	383	644	4,655,989	790
Black or African American	2		8		296,463	708
American Indian or Alaska Native	1		1		30,394	743
Asian	0		0		406,527	906
Filipino	3		3		121,054	867
Hispanic or Latino	118	650	233	588	2,438,951	744
Native Hawaiian or Pacific Islander	1		1		25,351	774
White	97	765	114	727	1,200,127	853
Two or More Races	13	799	21	753	125,025	824
Socioeconomically Disadvantaged	142	695	251	622	2,774,640	743
English Learners	51	576	103	539	1,482,316	721
Students with Disabilities	37	652	61	603	527,476	615

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

Federal Intervention Program (School Year 2013-14)

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 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	11
Grade 1	5
Grade 2	5
Grade 3	16
Grade 4	13
Grade 5	14
Grade 6	21
Grade 7	28
Grade 8	33
Grade 9	35
Grade 10	38
Grade 11	96
Grade 12	95
Total Enrollment	410

Student Enrollment by Student Group (School Year 2012-13)

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Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.7
Asian	0.5
Filipino	0.7
Hispanic or Latino	52.2
Native Hawaiian/Pacific Islander	0.5
White	35.1
Two or More Races	4.4
Socioeconomically Disadvantaged	58.8
English Learners	22
Students with Disabilities	12.7

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	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	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0	0	0	0	0	0	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0	0	0	0	0	0	0
Science	0	0	0	0	0	0	0	0	0	0	0	0
Social Science	0	0	0	0	0	0	0	0	0	0	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.

School Safety Plan (School Year 2012-13)

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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 designed 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

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	0.27	0	0.24	9.62		
Expulsions	0	0.25	0	0		

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

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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 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 were replaced over the summer, 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.

School Facility Good Repair Status (School Year 2013-14)

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

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		—	—	Replace receptacle cover in WC7; replace light bulbs in WC8.
Restrooms/Fountains: Restrooms, Sinks/Fountains		—	—	
Safety: Fire Safety, Hazardous Materials		—	—	
Structural: Structural Damage, Roofs		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		—	—	Replace missing bolts on handrails on entry ramps to both WC9 and WC10.

Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating		—	—	—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	17	17	17	
Teachers without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as 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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	99	1
High-Poverty Schools in District	99	1
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 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.33	N/A
Resource Specialist (non - teaching)	0.6	N/A
Other	0.25	N/A

Note: Cells shaded in black or 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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 2014

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 (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, 1994.	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%
Visual and Performing Arts	Yes, 2000.	No	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,062	\$685	\$5,377	\$70,600
District	N/A	N/A	N/A	N/A
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	N/A
Percent Difference - School Site and State	N/A	N/A	-2.89	N/A

Note: Cells shaded in black or with N/A values 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 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 office replaced in the summer of 2013.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

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		

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Monterey County Home Charter 2012-13

School Accountability Report Card

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 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/>.

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>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	35.2	14.1	12.3	16.5	14.1	12.3	16.6	14.7	13.1
Graduation Rate	37.04	75.28	79.02	71.29	75.28	79.02	74.77	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet 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.

Graduating Class of 2012

Group	School	District	State
All Students	76	141	418,598
Black or African American		2	28,078
American Indian or Alaska Native			3,123
Asian			41,700
Filipino	2	2	12,745
Hispanic or Latino	45	92	193,516
Native Hawaiian/Pacific Islander			2,585
White	20	25	127,801
Two or More Races	2	2	6,790
Socioeconomically Disadvantaged	37	91	217,915
English Learners	9	42	93,297
Students with Disabilities	7	14	31,683

Career Technical Education Programs (School Year 2012-13)

Monterey County Home Charter 2012-13

School Accountability Report Card

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 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	26
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
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	0
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	NA
English	0	NA
Fine and Performing Arts	0	NA
Foreign Language	0	NA
Mathematics	0	NA
Science	0	NA
Social Science	0	NA
All courses	0	0

* 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.

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.