

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17

Monterey County Home Charter

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

Principal: Justin McCollum, Principal

Phone: (831) 755-0331

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Web Site: www.mchcs.org

CDS Code: 27102722730232

Monterey County Office of Education

Superintendent: Nancy Kotowski

Phone: (831) 755-0300

Email: kotowski@montereycoe.org

Web Site: www.montereycoe.org



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

- For more information about SARC requirements, 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 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@montereycoe.org
 Web Site: www.montereycoe.org

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@montereycoe.org
 Web Site: www.mchcs.org
 County-District-School
 (CDS) Code: 27102722730232

School Description and Mission Statement (School Year 2016–17)

The purpose of Monterey County Home Charter School (MCHCS) is to help students become self-motivated, competent, life-long learners and to graduate from high school as responsible, contributing citizens who are ready for college and/or a career.

Monterey County Home Charter School offers a unique, “non-classroom-based” educational environment to students residing in Monterey County and contiguous counties in grades transitional kindergarten through twelfth grade. A non-classroom-based educational environment is an educational setting in which students spend at least 80% of each school day in a setting other than a traditional classroom environment. As a result, MCHCS students are often able to take advantage of exciting off-campus learning opportunities more easily than their peers in traditional educational settings. Such learning opportunities include concurrent enrollment at colleges, regional occupational programs, field trips, and specialized workshops. These opportunities are highly successful at engaging students in both academics and potential career paths; often, these activities more fully engage students than the traditional classroom environment.

Monterey County Home Charter School is accredited by the Western Association of Schools and Colleges (WASC); the current term of accreditation is valid through the 2018-19 school year. As a WASC-accredited school, all MCHCS high school courses are transferable to other educational institutions. Moreover, students and parents/guardians are informed about the transferability of courses and are counseled about the eligibility of courses to meet college entrance requirements by their teachers and/or administrators and/or the MCHCS college and career transitions coach. High school students are expected to meet with the MCHCS college and career transitions coach within the first semester of enrollment and once during each subsequent year of enrollment; the purpose of this meeting is to inform students about the transferability of courses and the eligibility of their courses to meet college entrance requirements.

At MCHCS, students meet with their teacher on a weekly basis in a one-on-one setting; in the homeschool program, the parent(s)/guardian(s)/mentor(s) whom are providing the instructional support to the student also attend this meeting. During this meeting, teachers assess students’ mastery of learning objectives and review assignments. In addition, teachers provide academic and pedagogical support as well as learning/teaching resources to students and parents/guardians/mentors, while also ensuring that students and parents/guardians/mentors are kept abreast of all of the exciting educational events occurring at MCHCS.

The MCHCS academic program is aligned to state standards and is delivered via textbooks, supplementary materials, a robust offering of digital resources, site-based academic classes, field trips, small group enrichment workshops and demonstrations, large group programs, and tutorial services designed to support parent teaching. Teaching and learning take place primarily in the home but also may occur on the school site and/or in other locations throughout the community. Students and parents have regular contact with their certificated MCHCS teacher assigned to monitor student assignments and progress; all MCHCS teachers hold a California teaching credential.

Such an alternative education setting allows teachers to focus on the individual needs of their students. Over time, teachers learn about students’ interests, skills, and needs, and are able to respond to their individual academic needs and career-oriented goals. In addition, an “Individualized Learning Plan” (ILP) is developed for each student; this document addresses the specific abilities, needs, and goals of each student regardless of his/her grade level or ability. MCHCS prides itself on its ability to present students with numerous learning opportunities that are designed to most deeply engage the student per each student’s most appropriate learning modalities and zones of proximal development.

The ILP is created by teachers working in partnership with parents/guardians, mentors (if applicable), and students. Each student’s ILP reflects the learning objectives and the related state standards and the homeschool parent/guardian/mentor uses their copies of the state standards as a checklist and guide to plan the instruction and activities. This helps to ensure mastery of core academic content areas. Moreover, MCHCS teachers review the learning objectives and related state standards of each unit of study in their weekly student meetings.

Each student and home setting is unique. We understand that students learn best when they are motivated, involved, and appropriately challenged. Therefore we individualize each student’s educational program to his or her interests and ability levels to ensure that each student learns at his or her own optimal rate and level.

In the homeschool program, parents are the primary deliverers of instruction and are supported in their efforts to educate their children in this alternative education setting by MCHCS teachers, instructional materials and support resources, and staff members.

MCHCS strives to address the individual needs of each student. Thus, one overarching school priority is to provide an

alternative to and an opportunity for students whose needs are not met in traditional site-based educational settings. MCHCS's student body is comprised of many subgroups of students, including, but not limited to: gifted students; English learners; socioeconomically disadvantaged students; special education students; and "fall-outs" (i.e., marginalized and/or disenfranchised students who have "fallen through the cracks" of the traditional educational system and are at risk of not earning a high school diploma.). MCHCS also prides itself on serving many students whose parents wish to become deeply involved in the education of their children. MCHCS is proud to provide all of these students and their families with a unique and viable educational option.

Student Enrollment by Grade Level (School Year 2015-16)

Student Enrollment by Student Group (School Year 2015-16)

Grade Level	Number of Students
Transitional Kindergarten	2
Kindergarten	14
Grade 1	13
Grade 2	9
Grade 3	10
Grade 4	13
Grade 5	8
Grade 6	24
Grade 7	29
Grade 8	26
Grade 9	35
Grade 10	43
Grade 11	71
Grade 12	84
Total Enrollment	381

Student Group	Percent of Total Enrollment
Black or African American	.8%
American Indian or Alaska Native	1.8%
Asian	0.5%
Filipino	1.6%
Hispanic or Latino	63.8%
Native Hawaiian/Pacific Islander	0%
White	31%
Two or More Races	1%
Socioeconomically Disadvantaged	56.2%
English Learners	14.2%
Students with Disabilities	12.1%
Foster Youth	2.4%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

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

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

Teacher Credentials

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	21	20	17	
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	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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 2015-16)

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 (School Year 2016–17)

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 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Pearson's Common Core Literature Series/2013 & HMH's Journeys/2016	N/A: Charter School	0%
Mathematics	Pearson's Common Core Series/2013 & HMH's Math Expressions/2016	N/A: Charter School	0%
Science	Pearson's Interactive Science, 2012; Holt's Earth/Life Science, 2007; AGS's Earth Science, 2012; AGS's Life Science, 2004	N/A: Charter School	0%
History-Social Science	Glencoe:U.S. Government, 2008; World History, 2006; American Vision, 2006 AGS's Economics, 2005	N/A: Charter School	0%
Foreign Language	N/A	N/A: Charter School	0%
Health	Prentice Hall's Health, 2010	N/A: Charter School	0%
Visual and Performing Arts	Glencoe: Art Talk, 2000; Parragon's I Can Draw, 2000	N/A: Charter School	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A: Charter School	0%

School Facility Conditions and Planned Improvements

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 were repaired, and all bookshelves were 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

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: August 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

Month and year in which data were collected: August 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) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	42%	36%	52%	47%	44%	48%
Mathematics (grades 3-8 and 11)	10%	11%	34%	34%	34%	36%

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 Test Results in ELA by Student Group (ELA)
 Grades Three through Eight and Eleven (School Year 2015–16)
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	9	64.29%	11.11%
Male	--	--	--	--
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	15	13	86.67%	16.67%
Male	--	--	--	--
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	--
English Learners				
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	22	75.86%	33.33%
Male	22	18	81.82%	35.29%
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	--
Hispanic or Latino	15	13	86.67%	16.67%
Native Hawaiian or Pacific Islander				
White	12	9	75.00%	55.56%
Two or More Races				
Socioeconomically Disadvantaged	14	11	78.57%	20.00%
English Learners	--	--	--	--
Students with Disabilities	12	7	58.33%	14.29%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	27	77.14%	37.04%
Male	16	14	87.50%	42.86%
Female	19	13	68.42%	30.77%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	--
Hispanic or Latino	19	16	84.21%	18.75%
Native Hawaiian or Pacific Islander				
White	13	8	61.54%	62.50%
Two or More Races				
Socioeconomically Disadvantaged	20	16	80.00%	31.25%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	18	75.00%	50.00%
Male	--	--	--	--
Female	17	13	76.47%	61.54%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	11	9	81.82%	33.33%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	83	81	97.59%	40.51%
Male	37	37	100.00%	45.95%
Female	46	44	95.65%	35.71%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	61	61	100.00%	36.67%
Native Hawaiian or Pacific Islander				
White	19	17	89.47%	56.25%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	54	98.18%	32.08%
English Learners	13	13	100.00%	25.00%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	9	64.29%	
Male	--	--	--	--
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	15	13	86.67%	23.08%
Male	--	--	--	--
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	--
English Learners				
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	28	20	71.43%	20.00%
Male	22	17	77.27%	23.53%
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	--
Hispanic or Latino	15	12	80.00%	8.33%
Native Hawaiian or Pacific Islander				
White	11	8	72.73%	37.50%
Two or More Races				
Socioeconomically Disadvantaged	13	9	69.23%	11.11%
English Learners	--	--	--	--
Students with Disabilities	12	7	58.33%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	25	73.53%	25.00%
Male	15	13	86.67%	41.67%
Female	19	12	63.16%	8.33%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	--
Hispanic or Latino	18	15	83.33%	14.29%
Native Hawaiian or Pacific Islander				
White	13	7	53.85%	42.86%
Two or More Races				
Socioeconomically Disadvantaged	19	15	78.95%	14.29%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	18	75.00%	5.56%
Male	--	--	--	--
Female	17	13	76.47%	7.69%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	11	9	81.82%	
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	83	81	97.59%	5.13%
Male	36	36	100.00%	5.71%
Female	47	45	95.74%	4.65%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	62	62	100.00%	3.39%
Native Hawaiian or Pacific Islander				
White	19	17	89.47%	11.76%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	54	98.18%	3.92%
English Learners	13	13	100.00%	
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	34%	31%	28%	21%	21%	43%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	91	71	78.02%	28.17%
Male	40	32	80.00%	28.13%
Female	51	39	76.47%	28.21%
Black or African American	–	–	–	–
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	44	37	84.09%	16.22%
Native Hawaiian or Pacific Islander	–	–	–	–
White	37	27	72.97%	37.04%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	48	38	79.17%	21.05%
English Learners	12	10	83.33%	
Students with Disabilities	13	9	69.23%	33.33%
Students Receiving Migrant Education Services				
Foster Youth	–	–	–	–

Career Technical Education Programs (School Year 2015-16)

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.

Moreover, students are encouraged to concurrently enroll in a variety of courses at local community colleges to explore vocations, learn skills, and earn college credits.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	20
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	18%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

STATE PRIORITY: OTHER PUPIL OUTCOMES

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

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			
7	55%	35%	10%
9	42.3%	23.1%	7.7%

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 - (School Year 2016–17)

Homeschool parents and students meet with their assigned teacher for 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 both the MCHCS Charter Advisory Board and the 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 experiences 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	10.40%	9.60%	6.80%	10.40%	9.60%	6.80%	11.40%	11.50%	10.70%
Graduation Rate	80.02%	81.55%	84.50%	80.02%	81.55%	84.50%	80.44%	80.95%	82.27%

Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

Student Group	School	District	State
All Students	91.49	58.04	85.92
Black or African American	.00	66.67	78.04
American Indian or Alaska Native	.00	.00	78.06
Asian	.00	.00	93.32
Filipino	100.00	50.00	93.22
Hispanic or Latino	81.97	52.76	83.00
Native Hawaiian/Pacific Islander	.00	.00	84.88
White	100.00	90.24	90.52
Two or More Races	.00	.00	89.32
Socioeconomically Disadvantaged	94.44	60.56	77.59
English Learners	61.54	37.97	53.97
Students with Disabilities	58.33	50.00	66.10
Foster Youth	60		

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.00	0.00	0	1.43	1.66	0.97	4.36	3.80	3.65
Expulsions	0.00	0.00	0	0.00	0.00		0.10	0.09	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/Charter Advisory Board, and the MCOE General 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.

Federal Intervention Program (School Year 2016-17)

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	100.0%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 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	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 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 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.1	
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)		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 2014-15)

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	\$5677	
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 2015-16)

In addition to weekly support provided by homeschool and independent study teachers, students are afforded opportunities to attend site-based classes (e.g., Algebra, Pre-Algebra, EL Support Workshops, etc.) and tutoring sessions for further academic support. Moreover, students are able to attend computer math labs, 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., IXL, Pearson SuccessNet, ThinkThroughMath, Rosetta Stone, Imagine Learning, Read Naturally, etc.).

Teacher and Administrative Salaries (Fiscal Year 2014-15)

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 (AP) Courses (School Year 2015-16)

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

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

* Where there are student course enrollments.

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 California Common Core State Standards, increasing the instructional capacity of the teaching staff in mathematics, 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 wish to explore for further professional development opportunities.

Implementation of professional development learning goals is followed up by site administrators 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.