

**District Name: Monterey County Office of  
Education**

**CD Codes:**

### District Profile

MCOE enrolls students in Special Education schools for moderately and severely disabled students and in Alternative Programs Court and Community Schools for students who are incarcerated, on probation, expelled from their home district, or are better able to matriculate in alternative educational environments. Boronda Elementary Community Day School is an elementary school operated by MCOE Alternative Programs, but the funding is provided through several local school districts. Monterey County Home Charter School is sponsored by the MCOE.

### Special Education Profile

The Special Education Department offers services to meet the unique requirements of students with special needs and their families. Working closely with parents and guardians, the Special Education staff offers programs and services for students with a wide range of moderate to severe disabilities, including hearing and visual impairments, autism, significant developmental delays, emotional disorders, and severe disorders of language. Early intervention services are also available for infants and preschool aged children.

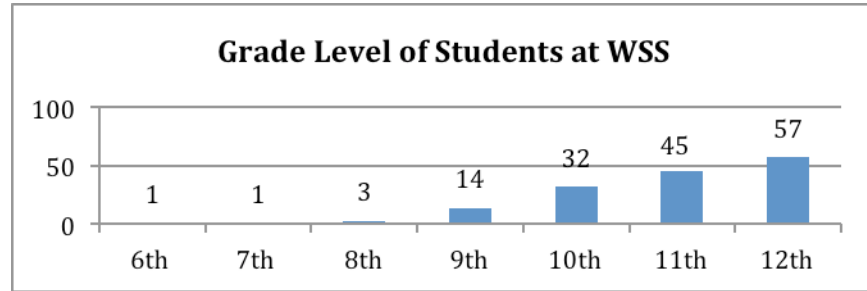
During the 2007-2008 school year, the Special Education Department worked with 1,423 students, in kindergarten through 12th grades, with Individualized Education Plans (IEPs). Males made up 59.6% of the student population. Although 5.8% of the students did not identify with one ethnic group, the student population included 49.9% Hispanic or Latino, 36.7% White, 2.6% African American, 2.1% Asian, 1.4% Filipino, 0.8% American Indian and 0.7% Pacific Islander. There were 243 English Learner students. The majority (183) of these students received English Language Development (ELD) Services. The rest of the students received ELD and Specially Designed Academic Instruction in English (SDAIE), SDAIE with Primary Language (L1) Support or other EL Instructional Services

### Alternative Programs Profile

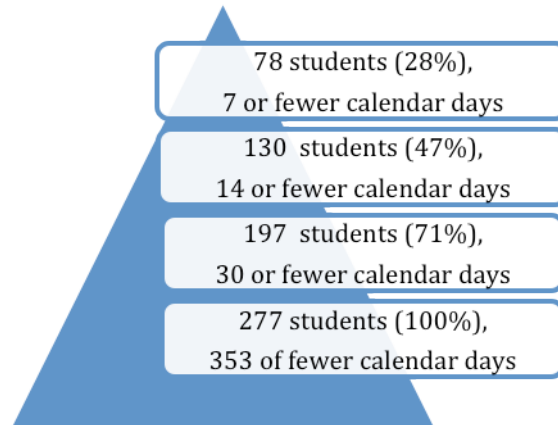
The mission of the Alternative Education Program of the Monterey County Office of Education is to prepare our students for future success by providing a supportive school environment that focuses on increasing academic and pro-social behaviors and skills, while providing functional life skills instruction. The Alternative Education Program operates a community school and a court school to serve at-risk and incarcerated youth who have been unsuccessful in other educational settings for a variety of reasons, including, but not limited to: social, emotional, economic, and legal issues.

Wellington M. Smith, Jr. School (WSS) is a court school with two campuses. One campus is located at the Monterey County Juvenile Hall (JH), a detention facility for juveniles awaiting adjudication of their cases. The other campus is at the Monterey County Youth Center (YC), a local boy's residential facility and aftercare program for Monterey County Juvenile Court (male) Wards. Although the student population varies each day, a sample snapshot of the daily enrollment would be 137 males and 17 females. Of the 153 students, 45% have identified English as their primary language and 55% have identified Spanish as their primary language. Twenty-one percent of the students have an IEP. Our diverse population would

include 77% Hispanic or Latino, 8% White (not Hispanic), 6% African American, 2% Asian, and 7% multiple or no responses. The graph below reflects a sample snapshot of student grade levels.

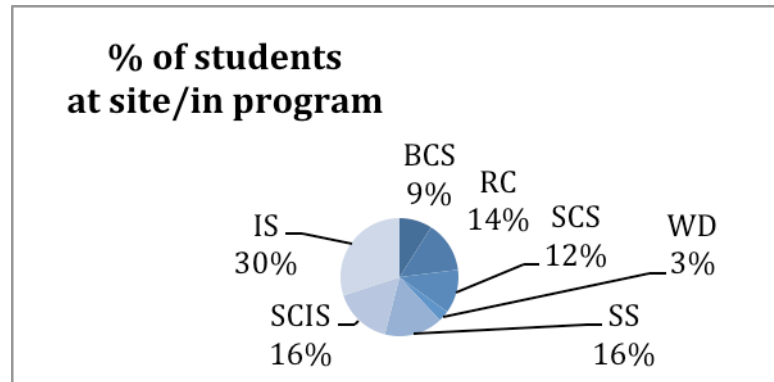


WSS has a transient student population. During the 2010-2011 school year, there were 1,393 enrollments, representing 710 (unduplicated) students. The range of calendar day enrollments, from 7/01/2010 until 7/30/2011, varied from one day to 373 days, with the average enrollment between both campuses being 34 calendar days. 277 students, or 39%, enrolled at WSS only one time and were not in any other MCOE Alternative Education Programs during the school year. The remainder of the students, 433, enrolled from one to eight times at WSS *and* also enrolled one or more times at our community school during the 2010-2011 school year. 84 students or 12% of the population attended school at both JH and the YC. The average number of calendar days for students attending the YC was 64 days. The graphic below represents calendar days for students with one visit to Juvenile Hall and not in any other Alt. Ed. Programs during the 2010-2011 school year

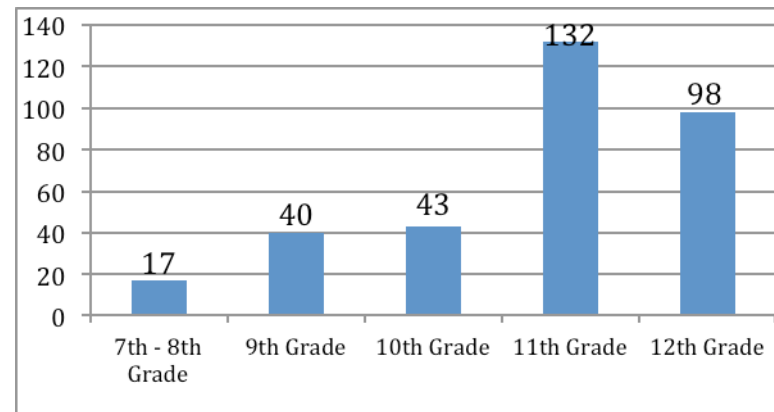


The court school year averages 230 instructional days, depending on length of the summer program and winter session. The instructional day ranges from 240 minutes on minimum days to 265 minutes at JH and 255 minutes at the YC. All students have an Individualized Learning Plan. During the 2010-2011 school year, WSS staff included 8 paraprofessionals, 2 office/clerical staff, 8 teaching staff and access to three Resource Specialists, 3 RSP Instructional Paraprofessionals, a Tech Coordinator, a part time School Counselor, a Student Transition Manager, and a Student Specialist.

Salinas Community School is a community school with 4 community school campuses: Boronda Community School (BCS), Rancho Cielo (RC), Salinas Community School (SCS), and Warner Davis School (WDS); one transitional Independent Studies Program campus, the Silver Star Resource Center (SS); and Independent Studies offered in Salinas and South County Monterey. Although the student population varies each day, the community school’s population is more stable than the court school’s population. A sample snapshot of the daily enrollment at Salinas Community School would be 330 students, with 38% of the students attending a traditional community school campus and 62% of the students in an Independent Studies Program.



139 students, or 42% of the students are females and 191 students, or 58% of the students are males. Silver Star (SS), our transitional Independent Studies Program where students are referred through the Truancy Abatement Program and the Independent Studies (IS) program with pregnant teens have the highest percentage of female students. South County Independent Studies (SCIS) and the SCS campus have the lowest percentage of female students. Of the 330 students, 40% have identified English as their primary language and 60% of the students have identified Spanish as their primary language. Fourteen percent of the community school population has an IEP. Our population include 83% Hispanic or Latino, 9% White (not Hispanic), 3% African American, 2% Asian and 3% multiple or no responses. The graph below reflects a sample snapshot of community students’ grade levels.



Although community school students are not as transient as the court school students, there is a lot of student movement. The only exception was at SS. Students who attend SS tend not to be on probation and their enrollments at WSS are few. The table below shows the number of community students per site who were enrolled at WSS during the 2010-2011 school year. The range of visits is also shown.

Site	# of Students who also attended WSS	Range of WSS enrollments
WD	5	1 to 3 enrollments
BCS	19	1 to 5 enrollments
RC	36	1 to 5 enrollments
SCS	28	1 to 6 enrollments
IS	25	1 to 4 enrollments
SCIS	18	1 to 6 enrollments

The community school year averages 219 school days. The instructional day ranges from 240 to 270 minutes a day. All students have an Individualized Learning Plan.

During the 2010-2011 school year, SCS staff included 15 teachers, 14 classified staff, one part-time janitor, 3 Probation Officers, and 2 Probation Aides. Like WSS, the community school had access to three Resource Specialists, 3 RSP Instructional Paraprofessionals, a Tech Coordinator, a part time School Counselor, a Student Transition Manager, and a Student Specialist.

### Monterey County Home Charter School Profile

#### The Educational Program

The Monterey County Home Charter School (MCHCS) is a dependent charter with the Monterey County Office of Education. MCHCS serves students whose families are willing and able to provide instruction at home to students in Kindergarten through Grade 12 in Monterey County and adjacent counties. Highly qualified and credentialed teachers meet with families bi-weekly and monitor student progress in all curricular areas as outlined by the California State Standards.

Parents are the primary instructors and provide the daily instruction that has been the traditional role of the teacher in the public school setting. Parents and students meet with their assigned credentialed resource teacher for bi-weekly meetings. Parents in this program are completely involved as the daily and primary instructors of their children. Parents also have opportunity to be representatives on the school's Governance Council as well as have active roles on our MCHCS Foundation. Monthly workshops, field trips, and programs enable parents to share these experiences with their students. Workshops are held to address parent needs are held monthly. Parent participation is highly encouraged in all aspects of the program.

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 the IEP. (WASC p. 13-14)

An Individual Learning Plan (ILP), as defined in the Charter, is developed for **ALL** MCHCS students regardless of their ability level. These plans are reviewed monthly and adjusted as needed. A CLAD teacher is assigned to all Ell students who are then placed in appropriate curriculum per CELDT testing results. (Charter p. 7, WASC p. 13)

### Demographic Changes in MCHCS Enrollment

#### **Grade Level Enrollment Changes**

From 2007 to 2011 there has been a yearly change in the number of K-8 and 9-12 grade level students enrolled at Monterey County Home Charter School. The data taken from enrollment figures from Power School, (MCHCS) student database shows the following:

In 2007, the number of **K-8** students was **234 or 55%** of the total enrollment of **425**.

In 2011, the number of **K-8** students is now **154 or 37%** of the total enrollment of **412**.

This indicates a ***decrease*** of **-18%** of the students enrolled at MCHCS.

In 2007, the number of **9-12** grade students was **191 or 44%** of the total enrollment of **425**.

In 2011, the number of **9-12** grade students is **258 or 62%** of the total enrollment of **412**.

This shows an ***increase*** of **+18% of the 9-12 grade** students enrolled in MCHCS.

This data shows a dynamic shift in the percentage of K-12 grade students enrolled at MCHCS from 2007 to 2011.

#### **Ethnicity Changes**

There has been a shift in the significant subgroups that are enrolled in MCHCS since 2007 according to STAR demographic data. There has been a notable increase the number and percentage of White and Hispanic populations attending MCHCS.

In 2007, the number of Hispanics was **32%** of the total MCHCS enrollment. (425)

In 2011, the number of Hispanics is **59%** of the total MCHCS enrollment. (412)

In 2007, the number of Whites was **51%** of the total MCHCS enrollment. (425)

In 2011, the number of Whites is **29%** of the total MCHCS enrollment. (412)

In 2011, **40** of the **258** students in grades 9-12 grades **or 16%** are English Learners. (EL)

In 2007, English Language Learners comprised **5.2%** of the total MCHCS enrollment of 425.

In 2011, English Language Learners comprise **14.6%** of the total MCHCS enrollment of 412. (2011 data taken from Ed results.org).

***This is a significant shift in the two major subgroups and shows up in the near tripling of the percentage of English Learners enrolled.***

These changes will have a great impact on the learning needs of the students in the program, on the instructional delivery and the selection of curriculum materials that are issued to students at each grade level.

MCHCS teachers will review the ILP of each student and identify their levels of English/LA and reading proficiency. From these diagnostic assessments, teachers can then determine if students identified as EL students will need specific curriculum materials to help them become successful in English/Language Arts and other subject areas.

### **Other Demographic Changes at MCHCS**

Since 2007, there have been significant changes in the student demographics of MCHCS.

- The number of students that are traditionally home schooled now constitutes only 10-15% of our enrollment. (Traditional home school is where the parent is at home during the day and is providing primary instruction every day.)
- Many parents are working by day and tutor their student at night. (Non-traditional) They are considered home school families too.
- There is an increasing population of English Learners (EL) attending MCHCS.
- The number of students who have achieved *proficient* or *advanced* on the STAR tests in English/LA in 2011 was **38%** of our 9-11 grade students down from **40%** in **2008**. In Mathematics the percentage of students scoring *proficient* or *advanced* on STAR in 2011 was **22%** down from **24%** in **2008**.
- In 2011, of the high school students enrolled, 15 to 20 are teen parents.
- Reading grade level assessments of **220** students in grades 9-12 students were completed in October 2011. The following data from these assessments shows:
  - 45%** are reading at or above grade level. (Benchmark)
  - 12%** are reading at 1 or 2 grade levels below. (Strategic)
  - 43%** are reading at 3 or more grade levels below their grade level. (Intervention)
- Only **45%** of MCHCS students are the same students from year to year.
- About **50%** of parents do not have computers to use for online learning or curriculum.
- **20%** of 11<sup>th</sup>/12<sup>th</sup> grade students have not passed the CAHSEE in Math and/or LA.
- 7<sup>th</sup> - 12<sup>th</sup> grade students constitute **79%** of our student population. (322 of 412).

Data compiled using STAR data for MCHCS 2010, by Bill Deeb (MCOE Consultant)

Data compiled for 2011 school year from Power School database. Enrollment data from CEBEDS information.

The shifts in demographics have necessitated an increase in the support to parents by the MCHCS teaching staff. The more rigorous high school curriculum and the demands of the subject matter has required more frequent contact and assistance by the MCHCS resource teachers with the parents and students in this program.

### **Supported Homeschooling**

Supported Homeschooling is a response to the changing demographics of MCHCS. Parents and students who find the rigors of the high school curriculum difficult to navigate through are given the opportunity to participate in the Supported Homeschooling high school component of our Home School Program.

To qualify for Supported Homeschooling, the identified students must have passed both the Language Arts and Math portions of the CAHSEE or pass the Supported Homeschooling prerequisite exams in English/LA and Math. Those students who qualify and are approved by the administration are assigned to a Supported Homeschooling resource teacher. The MCHCS Supported Homeschooling teachers will then provide primary instruction in those subject areas that have proved too rigorous or difficult for the parent to teach.

Parents will continue to be responsible to support and monitor their student in the completion of their assigned materials and will continue to be in contact with the MCHCS teachers. The MCHCS Supported Homeschooling teacher will meet with students and parents as scheduled to collect their assignments, correct homework, tutor, record completed assignments and provide students with a weekly learning plan. Thus, MCHCS Supported Homeschooling is intended as a support component to the parents and students of our Home School Program.

## LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

The No Child Left Behind (NCLB) Act of 2001 Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes. Please submit your completed Addendum by e-mail to [LEAP@cde.ca.gov](mailto:LEAP@cde.ca.gov).

*The Plan Addendum, which must be submitted to the California Department of Education (CDE) no later than January 9, 2009, is required to:*

1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

### Fundamental teaching and learning needs of students in Special Education:

### Fundamental teaching and learning needs of students in Alternative Education:

- The majority of the Alternative Education students perform at Far Below Basic levels on the California Standards Tests.
- The passing rate on CAHSEE in both English Language Arts and Mathematics has been decreasing at Salinas Community School.
- Students are enrolled for far shorter periods of "continued" enrollment than would be characteristic of a traditional district program. Their enrollment may be ended because of factors such as involvement in the criminal justice system or the pressures of their home environments.
- There is a need for a SBE adopted/standards aligned curriculum in Algebra Readiness.
- There is a need for a cohesive and consistent diagnostic assessment tool for the purpose of identifying students requiring strategic or intensive intervention in Algebra Readiness and to place them in appropriate intervention classes.
- Alternative Education has not had a way to measure short-term student achievement in Algebra Readiness; this is necessary given the high mobility rates of our student population. Lack of growth targets makes it difficult to identify effective practices and modify curriculum (program/instructional practice) in a timely manner to enhance rapid skill acquisition.
- There is a need to select and implement ancillary materials to promote students' proficiency in grammar and conventions.
- There is a need to standardize the implementation of the Individual Learning Plans, a strategic planning tool intended to help



students identify and achieve goals.

- There is a need for continued intensive, consistent, and ongoing professional development for staff in delivering specialized instruction targeting the core academic needs of our high priority student populations (EL students and special education students).
- There is a need to continue training in how to analyze and modify instruction based on data from the benchmarks, STAR and CAHSEE.

**Fundamental teaching and learning needs of the students in Monterey County Home Charter School:**

- MCHCS met or exceeded API targets from 2003-2008 except for participation rate. The participation rate was 77% in 2007 and 100% in 2011. Current API is 36 points under CA API target and 26 points under Charter School API renewal criteria.
- 2011 Grade Level Proficient and Advanced scores at all grade levels in ELA and Mathematics indicate that MCHCS does not fit in performance profile of high performing charter schools.
- Math scores on state tests for high school students may indicate that there is limited instruction in grade-level appropriate math because students enter performing below grade level.
- The last time MCHCS made AYP was 2009 with 98% participation rate.
- 45% of the MCHCS students are the same students from year to year.
- The lack of a systematic student intake procedure which includes the assessment of reading, writing and math proficiency for every student applicant.
- An increasing number of students perform at Below or Far Below Basic levels on the California Standards Tests and demonstrate minimal core academic skill development.
- In 2010-11 MCHCS had about 54% Hispanic students compared to a countywide percentage of 73%. It had about 34% White students compared to a countywide average of 17%.
- An achievement gap exists between Hispanic and white students over time in per cent proficient/advanced in English Language Arts and Mathematics.
- An achievement gap exists between Hispanic and white students over time in CAHSEE pass rates in English Language Arts and Mathematics.
- An increasing number of students are in grades 9-12 and a decreasing number of students are in grades K-6. Teaching high school curriculum requires a more highly skilled and knowledgeable teacher.
- From 2009-2011 the per cent of English Learners scoring Early Advanced and Above on the CELDT increased from 17% to 32%
- In 2011 45 English Learners enrolled at the MCHCS were tested with the CELDT. They scored as follows:
  - ✓ 2/4% at Beginning
  - ✓ 10/22% at Early Intermediate
  - ✓ 19/41% at Intermediate
  - ✓ 15/32% at Early Advanced and Above
- A need for a cohesive and consistent diagnostic assessment tool for the purpose of identifying students requiring strategic or intensive

intervention in English/reading Language Arts and Mathematics to place them in appropriate intervention classes and/or services.

- The lack of a standards-based adopted curriculum in the core subjects. With the exception of the Elementary K - 6 Mathematics program, the current curriculum was adopted prior to the advent of standards-based materials.
- The lack of a uniform intervention materials for students performing 1-2 years below grade level or intensive intervention programs for students more than 2 years below grade level.
- The lack of an intentional "Systematic ELD" instruction, or a curriculum designed to support the acquisition of English. This has decreased the likelihood of English learners achieving academic success and having universal access to mastery of California State Content Standards.
- A need for a common ILP template which includes both summative and formative assessment data.
- A need for continued intensive, consistent, and ongoing professional development for staff in delivering specialized instruction targeting the core academic needs of our high priority student populations (EL students and special education students).
- The lack of student representatives on the MCHCS Governance Council.

1. Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful. (See <i>DAS, Standards-based Curriculum, Instruction &amp; Assessment</i> , pp. 3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b><u>Plans to address students' needs in Special Education:</u></b></p> <ul style="list-style-type: none"> <li>Implementation of programming utilizing scientifically based research techniques for special education students.</li> </ul>				

<p><b>Plans to address students' needs in Alternative Education:</b></p> <ul style="list-style-type: none"> <li>• Adopt program-wide SBE adopted/standards aligned materials in Algebra Readiness.</li> <li>• Implement a benchmark system for Algebra Readiness.</li> <li>• Select and implement ancillary materials to teach grammar and conventions.</li> <li>• Provide purposeful, targeted, and sustained district-wide professional development (including AB466/SB472) in: <ul style="list-style-type: none"> <li>✓ the implementation of state adopted, local board approved standards-aligned curriculum in Algebra Readiness.</li> <li>✓ the use of summative (CAHSEE) and formative assessment (STAR and benchmark) results to drive instruction.</li> <li>✓ the implementation of the ancillary materials to teach grammar and conventions.</li> <li>✓ sharing of “best practices” at regularly scheduled meetings that include all Alternative Education staff.</li> <li>✓ ongoing involvement and its impact on student achievement</li> <li>✓ conflict resolution as a classroom management tool</li> </ul> </li> </ul>	<p>Alt. Ed Administration, Math PLC Teachers -Spring 2012</p> <p>-August 2012</p> <p>Alt. Ed. Administration, ELA PLC + WASC B/C -Spring 2012</p> <p>Alt. Ed. Administration -ongoing</p> <p>Math Teachers -Aug. 2012</p> <p>Alt. Ed. Teachers -Spring 2012</p> <p>ELA Teachers -Aug. 2012</p> <p>Alt. Ed. Teachers -Jan. 2012</p> <p>-Spring, 2012</p> <p>-ongoing</p> <p>Alt. Ed. Administration - Spring 2012</p> <p>Alt. Ed. Administration, ELA PLC + Math PLC -by Aug. 2012</p>	<p>Textbooks – both student and teachers' ed.</p> <p>Online licenses</p> <p>Teacher Resources + student texts</p> <p>Release time for teachers</p> <p></p> <p></p> <p></p> <p></p> <p>None</p> <p>None</p>	<p>\$7,000 - \$10,000</p> <p>\$2200/year</p> <p>\$1000</p> <p>\$2000</p> <p></p> <p></p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>\$154,000/year</p>	<p>General Fund</p> <p>Title iA Title iD</p> <p>General Fund</p> <p>General Fund or Title IA Title ID</p> <p>(TBD by topic or student type)</p> <p></p> <p></p> <p></p> <p>Resource</p>
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<ul style="list-style-type: none"> <li>• assist all PLC facilitators in the development and implementation of a process for PLCs which is centered on student results</li> <li>• Develop and implement a CAHSEE course.</li> <li>• Continue to use Special Education instructional aides to deliver differentiated instruction</li> <li>• Increase the length of each class by 30 minutes in order to provide more core academic instruction and enrichment through an outdoor-education component.</li> <li>• Improve the quality and use of the Individual Learning Plans (ILPs)             <ul style="list-style-type: none"> <li>✓ compare the current ILP templates and revise if necessary.</li> <li>✓ build a staff agreement about the purpose and process for using ILPs to set initial student goals and to monitor progress towards them.</li> <li>✓ ensure that all Alternative Education administrators are in agreement regarding the use of ILPs in the certificated evaluation process.</li> <li>✓ have students develop an understanding of the purpose, process, importance and use of an ILP.</li> </ul> </li> </ul>	<p>Alt. Ed. Administration SPED I,A,s -ongoing</p> <p>Alt. Ed. Administration -By Aug. 2012</p> <p>Alt. Ed. Administration, teachers -Aug. 2012</p> <p>Leadership Committee -Jan. 2012</p> <p>Director -Jan. 2012</p> <p>Alt. Ed. Teachers ongoing</p>	<p>Salaries Benefits</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Specialist Alt. Ed. Fund General Funds</p>
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<p><b>Plans to address students' needs in the MCHCS:</b></p> <ul style="list-style-type: none"> <li>• Develop and implement an intake procedure for all students which includes assessment results and which addresses the unique needs of English learners and other at risk students.</li> <li>• Develop and implement an ILP template with formative and summative data.</li> <li>• Adopt and implement SBE adopted/standards aligned materials in Mathematics and ELA.</li> <li>• Form a committee to study the needs of ELs and to formulate a plan to address these needs by May 2012</li> <li>• Adopt and implement appropriate intervention and ELD instructional materials, and strategies to meet the needs of English learners and students performing below grade level.</li> <li>• Implement a system of reading, writing and math benchmark exams including how to administer, analyze and use the results.</li> <li>• Train staff to use PowerSchool for storing benchmark results and for building reports which help teachers make instructional decisions.</li> <li>• Provide purposeful, targeted, and sustained district-wide professional development (including AB466/SB472) in the implementation of state adopted, local board approved standards-aligned curriculum, strategies for differentiation and universal access for EL students.</li> </ul>	<p>MCHCS Administration, teachers, registrar – Spring 2012</p>	<p>MCHCS None</p>	<p>MCHCS N/A</p>	<p>MCHCS N/A</p>
	<p>Administration, teachers – Spring 2012</p>	<p>None</p>	<p>N/A</p>	<p>N/A</p>
	<p>Administration, teachers - Ongoing</p>	<p>Textbooks – both student and teachers' editions</p>	<p>\$25,000 – 50,000/ year</p>	<p>General Purpose, Lottery</p>
	<p>Administration, teachers - Ongoing</p>	<p>Textbooks – both student and teachers' editions</p>	<p>\$25,000 – 50,000/ year</p>	<p>General Purpose, Lottery</p>
	<p>Administration, teachers - Ongoing</p>	<p>Release time for teachers</p>	<p>\$2,000</p>	<p>Gen.Purpose, Lottery</p>
	<p>Administration, teachers, Alternative Education staff</p>	<p>Power School Training</p>	<p>\$3,000</p>	<p>General Purpose, Lottery</p>
	<p>MCOE, teachers – Spring 2012</p>	<p>TBD</p>	<p>TBD</p>	<p>General Purpose, Lottery</p>
	<p>MCOE Ed. Services, Administration, teachers</p>	<p>TBD</p>	<p>TBD</p>	<p>General Purpose, Lottery</p>
	<p>Governance Council, Administration, families</p>	<p>None</p>	<p>N/A</p>	<p>N/A</p>

<ul style="list-style-type: none"> <li>✓ Continue VPSS training</li> <li>✓ How to implement and monitor student progress with the new English Language Arts and Mathematics adoptions.</li> <li>✓ How to implement and monitor student progress with the new ELD and intervention curriculum.</li> <li>✓ How to work with small groups of students instead of with individual students</li> <li>✓ How to administer, analyze and use test results to drive instruction</li> <li>• Work with Governance Council to revise its composition to include student representatives.</li> <li>• Develop a plan to modify the use of staff meeting time to include collaboration among grade-level teachers over student results.</li> </ul>	MCHCS Administration	MCHCS None	MCHCS N/A	MCHCS N/A
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**2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).**

**Goal #1** - Meet AYP/NCLB Requirements for Participation and Proficiency on State Tests.

**Target:** MCOE student achievement goals and objectives are aligned with the AYP/NCLB requirements, as established by the state and federal government. They are as follows:

Ninety-five percent participation rate on key state assessments (10th grade CAHSEE and 2nd-5th and 6th -8th grade CST's)

Target proficiency percentages, as established by NCLB:

- 2011-2012: 77.8% (ELA) and 77.4% (Math)

- 2012-2013: 88.9% (ELA) and 88.7% (Math)

- 2013-2014: 100% (ELA) and 100% (Math)

Students in grade 10 (CAHSEE) and grade spans 2-5 and 6-8 (CSTs) must meet both participation and proficiency targets overall and in each significant subgroup

**Goal #2** - CAHSEE Passage Rate Target: Increase passing rate by 3% overall and in each significant subgroup

**Goal #3**-MCOE special education students yearly will have goals developed that are reasonably calculated for educational benefit based upon their current levels of functioning which are derived from assessments







**3./ 4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.**

Please identify those actions. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp. 3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<u>Special Education</u>				

<p><b>Alternative Education</b></p> <p><b>Action:</b> California Standards based/Standards-Aligned Textbook Adoption for Algebra Readiness Alternative Education will adopt a new Algebra Readiness textbook for the 2012-2013 school year. The Mathematics PLC will compare potential texts using an instrument from the Monterey County Office of Education which specifically addresses the needs of English Learners and students with disabilities. The teachers will submit a recommendation for adoption, and teacher training for these materials will begin in the spring of 2012 and continue through the fall for implementation in 2012-2013.</p> <p><b>Action:</b> Continue to Implement the Character-Based Literacy (CBL) Program Alternative Education will continue to utilize Character-Based Literacy for the English Language Arts program. Each quarter, students read common books from the state-adopted literature list. The lessons, designed at Santa Clara University, include activities based on a collection of nearly a hundred literacy strategies which have been validated by research in the teaching of the English Language Arts and also found usable by teachers of special populations of Court and Community school students. The books are organized in value themed units with activities that move students away from anti-social thoughts, values and behaviors and into pro-social thoughts, values and behaviors. CBL utilizes <i>Write Ahead: A Student Handbook for Writing</i></p> <p><b>Action:</b> All teachers will continue to use MCOE Board approved textbooks and materials for core instruction.</p>	<p>Alt. Ed. Administration, Math PLC Adoption by Spring 2012 Implementation-Aug.'12</p> <p>Alt. Ed. Administration ELA Teachers -current/ongoing</p> <p>Alt. Ed. Teachers -current/ongoing</p>	<p>Textbooks, both student and teacher editions</p> <p>\$500/teacher license</p> <p>None</p>	<p>\$7000 to \$10,000</p> <p>\$3500 to \$5000</p> <p>N/A</p>	<p>General Fund</p> <p>General Fund</p>
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<p><b>Action:</b> The ELA PLC and the WASC Focus Groups B/C will select supplementary materials to improve students' proficiency with grammar and conventions.</p>	<p>Alt. Ed. Administration, ELA PLC + WASC B/C -Spring 2012</p>	<p>Teacher Resources + Student texts</p>	<p>\$1000</p>	<p>Title IA</p>
<p><b>Action:</b> Approved courses, including pacing guides and formative assessments, will be available online to Alternative Education teachers across all sites. The courses include instructional strategies for English Language Learners.</p>	<p>Technology Coordinator -ongoing</p>	<p>None</p>	<p>N/A</p>	<p></p>
<p><b>Action:</b> All Alternative Education teachers will receive a regularly-updated roster of all English Learners by CELDT level. A resource, <i>How to Differentiate for Language Proficiency to Teach Core Content to All English Learners</i> will be available to all teachers. Charts of ELL Strategies and a glossary of strategies, techniques, and activities with graphic organizers are organized by CELDT Proficiency Levels. The resource will guide teachers in the planning of differentiated lessons for English Learners.</p>	<p>St. Transition Manager Alt. Ed. Admin. (Testing) -Jan. 2012</p>	<p>Portfolio + 5 Tabs / Teacher</p>	<p>\$100</p>	<p>Title IA</p>
<p><b>Action:</b> Ongoing support to administrators to monitor the implementation of State Board approved curriculum. All Alternative Education Administrators have completed or are currently participating in PD designed for site administrators to provide effective leadership in implementing and monitoring standards-based instruction in classrooms to improve student achievement. AB75(AB430)</p>	<p>Alt. Ed. Administrators -all completed by 6/2012</p>	<p>No extra cost at this time</p>	<p>N/A</p>	<p></p>
<p><b>Action:</b> Continue to ensure subject matter competency for all teachers The Alternative Education Programs will continue to support teachers in becoming Highly Qualified Teachers (HQT) through ongoing and targeted professional development opportunities. Educational Services of MCOE will continue to provide support of subject</p>	<p>Alt. Ed. Education Non-HQ Teachers -as needed</p>	<p>TBD</p>	<p>TBD</p>	<p>General Fund</p>

<p>matter competency for all teachers through the Verification Process for Special Settings (VPSS).</p> <p><b>Action:</b> Best instructional practices as part of All-Staff meetings Alternative Education teachers will share “best instructional practices” at regularly scheduled All-Staff Meetings.</p> <p><b>Action:</b> Continue Truancy Mediation The Truancy Task Group is a multi-agency program designed to target chronically truant youth. This team approach combines the efforts of Alternative Education staff, the District Attorney, Student Services and Probation to improve school attendance and achievement in school.</p> <p>As a member of the Truancy Task Group, Alternative Education Programs will provide resources to parents and students to encourage attendance and achievement in school.</p>	<p>Alt. Ed. Teachers -ongoing</p> <p>Alt. Ed. Administration St. Transition Manager Team Leaders -current/ongoing</p> <p>Alt. Ed. Staff -ocurrent/ngoing</p>	<p>None</p> <p>Admin. Costs Salaries Benefits</p> <p>None</p>	<p>N/A</p> <p>\$143,000</p> <p>N/A</p>	<p></p> <p>Pupil Retention Fund (SB825)</p>
<p><b>Monterey County Home Charter School</b></p> <p><b>Action:</b> California Standards based/Standards-Aligned Textbook Adoption for Mathematics. MCHCS will adopt new mathematics textbooks for the 2012-2013 school year. Teachers will submit a recommendation for adoption, and teacher training for these materials will begin in the spring of 2012 and continue through the fall for implementation in 2012-2013.</p> <p><b>Action:</b> California Standards based/Standards-Aligned Textbook Adoption for English/Language Arts. MCHCS will adopt a new English/Language Arts program. The preview and selection of these ELA programs will commence in spring 2012. Teachers will be involved in the selection process. During the 2012-2013 school years, we</p>	<p>MCHCS Administration, teachers</p> <p>Textbook adoption committee</p> <p>Administration, teachers Staff Textbook adoption committee 2012-2013 School Year</p>	<p>MCHCS Textbooks/ Support materials</p> <p>Textbooks/ Support materials</p>	<p>MCHCS TBD</p> <p>TBD</p>	<p>MCHCS/Gen Purpose</p> <p>MCHCS/Gen Purpose</p>

<p>will provide teacher trainings on the implementation and use of the adopted ELA program. The new program will be implemented in the 2013-2014 school year.</p> <p><b>Action:</b> Ongoing support to administrators to monitor the implementation of State Board approved curriculum by completing AB75 (AB430) training.</p> <p><b>Action:</b> Continue to be trained in Powerschool which provides short and long term student achievement data.</p> <p><b>Action:</b> Implement a formative assessment system to monitor progress in reading. MCHCS will develop and implement a system for monitoring students' proficiency in reading. Students will initially be assessed at the beginning of the school year and/or upon enrollment in MCHCS. Students will subsequently be assessed mid-year to determine the level of growth.</p> <p><b>Action:</b> Implement a program-wide writing assessment Consultant will provide training in calibration and scoring of student essays using the State of California writing rubric to MCHCS teachers and administrators. All students in grades 7-12 will participate in the writing assessment. The assessment will be administered upon enrollment and twice a year, once at the end of the first quarter and again mid-year. The assessment data will be used to measure on-going achievement and identify specific student needs. Instruction will be modified and adapted based on the assessment to better meet student needs.</p> <p><b>Action:</b> Provide extended school-day remediation. MCHCS will provide intensive CAHSEE remediation on line for students in grades 10-12. The remediation will target students who have failed or are at risk of failing one or both sections of the CAHSEE. Additional intervention will be provided to students through tutoring and additional classes in writing and math.</p> <p><b>Action:</b> Continue to ensure subject matter competency for all MCHCS teachers Continue to support teachers in becoming Highly Qualified Teachers (HQT) through ongoing and targeted professional development opportunities. MCHCS is in partnership with</p>	<p>Staff Development Ongoing</p> <p>Administration Ongoing AB430 Completed Spring 2011</p> <p>Administration/Staff Ongoing</p> <p>Administration/Teachers Ongoing Staff Development Time</p> <p>Administration Teachers/Consultant MCOE Data Base Current/Ongoing</p> <p>Teachers/staff Current and Ongoing Tutors Classes</p> <p>Teacher/Administration MCOE VPSS Program</p>	<p>Staff Dev. Time workshops</p> <p>NA</p> <p>Staff training</p> <p>NA</p> <p>Consultant MCOE</p> <p>Tutors</p> <p>TBD</p>	<p>TBD</p> <p>NA</p> <p>TBD</p> <p>NA</p> <p>TBD</p> <p>TBD</p> <p>TBD</p> <p>TBD</p>	<p>MCHCS/Gen Purpose</p> <p>NA</p> <p>MCHCS/Gen Purpose</p> <p>NA</p> <p>MCHCS/Gen Purpose</p> <p>MCHCS/Gen Purpose</p> <p>MCHCS/Gen Purpose</p> <p>MCHCS/Gen</p>
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<p>the Monterey County Office of Education to provide subject matter competency for all teachers through the Verification Process for Special Settings (VPSS).</p> <p>Subject matter consultants will continue to provide training to teachers in the areas of Mathematics, English/Language Arts.</p>	<p>Current/Ongoing</p> <p>MCHCS Administration/Teachers Consultants Current/Ongoing</p>	<p>MCHCS TBD</p>	<p>MCHCS TBD</p>	<p>Purpose</p> <p>MCHCS/Gen Purpose</p>
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**5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.**

Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, pp. 6-7)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><u><b>Special Education</b></u></p> <p><u><b>Alternative Education</b></u></p> <p>All teachers and administrators will complete an annual professional development survey. The results of the survey will be compiled and used to create a calendar of ongoing professional development.</p> <p>All teachers and administrators will continue to receive AB75 or AB466/SB472 training in Mathematics (2009) and ELA (2010) instruction as new textbooks are adopted and implemented.</p> <p>All teachers and administrators will receive additional training in the implementation of effective Professional Learning Communities.</p> <p>Alternative Education will continue to develop the infrastructure and supports necessary to deliver the current standards-aligned ELA curriculum of Character Based Literacy (CBL). This will be accomplished through the following: supporting ongoing opportunities for teacher collaboration through the Professional Learning Communities and looking at current student progress toward proficiency in ELA as measured by reading benchmarks.</p>	<p>Alt. Ed. Staff -yearly in August</p> <p>Alt. Ed. Administration\ -as needed Math Teachers -spring 2012 for Algebra Readiness adoption</p> <p>Alt. Ed. Administration Alt. Ed. Teachers -by Spring 2012</p> <p>Alt. Ed. Administration St. Transition Manager ELA PLC Teacher -ongoing</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	

<p>Alternative Education will continue to support teachers in becoming Highly Qualified Teachers (HQT) through ongoing and targeted professional development opportunities. Educational Services of MCOE will continue to provide subject matter competency for all teachers through the Verification Process for Special Settings (VPSS).</p> <p>As new materials are adopted, teachers will receive training on how to use these materials.</p> <p>Newly credentialed, beginning teachers will continue to participate in the BTSA Program.</p> <p>Alternative Education will continue to build the capacity of an itinerant instructional aide and teacher to serve English Learners by funding their participation in the Fresno County Office of Education EL Project which focuses on serving ELs in court schools.</p>	<p>Alt. Ed. Administration Non-HQ Teachers -ongoing</p> <p>Alt. Ed. Administration Alt. Ed. Teachers -ongoing</p> <p>Alt. Ed. Admin. BTSA PA New, beginning Teacher ongoing -</p> <p>Director Itinerant IA Ct. School Teacher -current</p>	<p>TBD</p> <p>None</p> <p>None</p> <p>None</p>	<p>TBD</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	
<p><b><u>Monterey County Home Charter School</u></b></p> <p>All teachers and administrators will receive AB75 or AB466/SB472 training in Mathematics and ELA instruction as new textbooks are adopted and implemented.</p> <p>On-going training will be provided to assist teachers with the implementation of a benchmark assessment system for writing, reading and math. Assessment data will be reviewed and discussed at staff meetings in grade-level teams to identify student strengths and areas for improvement. Curriculum instruction will be adapted to better meet student needs and improve student achievement.</p> <p>Continue to support teachers in becoming Highly Qualified Teachers (HQT) through ongoing and targeted professional development opportunities. MCHCS is in partnership with the Monterey County Office of Education to provide subject</p>	<p>MCHCS Administration/Teachers</p> <p>Current/Ongoing Staff days VPSS HQT Program</p> <p>Administration Teachers VPSS Current/Ongoing (All Teachers certified HQT)</p>	<p>MCHCS TBD</p> <p>NA</p> <p>TBD</p>	<p>MCHCS TBD</p> <p>NA</p> <p>TBD</p>	<p>MCHCS General Fund</p> <p>NA</p> <p>MCHCS/Gen Purpose</p>

<p>matter competency for all teachers through the Verification Process for Special Settings (VPSS).</p> <p>Subject matter consultants will provide training to teachers in the areas of Mathematics, English/Language Arts.</p>	<p>MCHCS Administration Teachers Subject matter Consultants Current/Ongoing</p>	<p>MCHCS TBD</p>	<p>MCHCS TBD</p>	<p>MCHCS/Gen Purpose</p>
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**6. English Learners**

Please describe those goals and targets.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b><u>Special Education</u></b></p> <p>ELD instruction will occur daily for Special Education EL students through curriculum such as, Language for Learners. Linguistic needs are addressed through the I.E.P. with linguistic goal(s) established for EL students.</p> <p>Early identification of EL students requiring special education services, combined with additional RSP teachers, Special Day classes and a full continuation of services such as speech, etc. will result in a more cohesive academic program for these students. Parents of EL students will be provided with this information in the Home Language.</p> <p>The Special Education program outlines goals for English learners for Language Proficiency, Communication skills and individual goals based on the needs identified in the I.E.P.</p> <p>Special Education has two bilingual teachers which support Spanish-English bilingual students in grades K-6 with in the program. These classrooms are also supported by para-professionals.</p> <p>Special Education will include EL parents in their CAC (Community Advisory Committee) and will invite them to form an ELAC/DELAC group which may select to become part of the CAC. Parents of ELs are involved in all the IEP meetings throughout the year.</p> <p>Information about the COSP programs Special education programs will be made available in Spanish for the Spanish speaking parents and translators will be provided for the meetings.</p> <p>Parents will be recruited to develop an English Learner Advisory Council (ELAC) or DELAC where low EL enrollment would not</p>				

<p>warrant an ELAC. Notices will be sent out in Spanish to invite parents to participate. Parents will be called to remind them of the meetings.</p> <p>a. Parents will receive training on their ELAC/DELAC responsibilities and rights.</p>				
<p><b><u>Alternative Education</u></b></p> <p><b><u>Goal 1:</u></b> Daily ELD instruction for Alternative Education will occur for 30 minutes to be provided during the school day. Teachers will collaborate to provide appropriate ELD instruction at the various levels of English proficiency of their students. ELD instruction will occur daily for Special Education EL students through adopted curriculum. Linguistic needs are addressed through the I.E.P. with linguistic goal(s) established for EL students.</p> <p>Teachers will implement instructional strategies that are supported by research, appropriate for EL/CELDT levels.</p> <p>ELL students with IEPs will have goals appropriate to their ELD needs.</p>	<p>Alt. Ed. Administrators Alt. Ed. Teachers St. Transition Manager Resource Teachers -ongoing</p>	<p>None</p>	<p>N/A</p>	
	<p>Alt. Ed. Administrators St. Transition Manager -ongoing</p>	<p>None</p>	<p>N/A</p>	
	<p>Alt. Ed. Administrators Alt. Ed. Teachers Resource Teachers -ongoing</p>	<p>None</p>	<p>N/A</p>	
<p><b><u>Goal II:</u></b> All teachers will implement SDAIE strategies to provide access to the core. Teachers and site administrators will be trained in research-based strategies, structures, and standards, to develop an understanding of appropriate strategies for teaching ELs.</p>	<p>Alt. Ed. Administrators Alt. Ed. Teachers St. Transition Manager -ongoing</p>	<p>TBD</p>	<p>TBD</p>	<p>Title iA Title iD</p>
<p>Informal/formal classroom observations will provide feedback on the use of SDAIE strategies.</p>	<p>Alt. Ed. Administration -ongoing</p>	<p>None</p>	<p>N/A</p>	
<p>ELD content standards and objectives will be integrated</p>	<p>Alt. Ed. Administration</p>	<p>None</p>	<p>N/A</p>	

<p>within ELA instruction.</p> <p>Teachers will provide explicit instruction in academic language and monitor students' English Language Development.</p> <p>Appropriate intervention and supplemental instructional materials will be adopted and implemented to meet the instructional needs of EL students.</p> <p>Administration will ensure that all EL students receive ELD until reclassified.</p> <p>Administration will continue to hire only teachers with EL Authorizations.</p> <p><b>Goal III:</b> Teachers and site administrators will have access to purposeful, targeted and on-going professional development in the implementation of state adopted, local board approved standards-aligned curriculum. PD will include strategies for differentiation of instruction, universal access for ELs, ELD standards and SDAIE.</p> <p><b>Goal IV:</b> Provide for parental involvement and awareness of the Alternative Education Program and educational opportunities for their children.</p> <p>Parents will be informed of their rights and responsibilities.</p> <p>Parents are considered part of the team towards a student's academic success. Parents of ELs are involved in IEP meetings throughout the year. Translation services are available.</p>	<p>ELA PLC -ongoing</p> <p>All Alt. Ed. Teachers</p> <p>Alt. Ed. Administration WASC Groups PLCs -as needed</p> <p>Alt. Ed. Administration St. Transition Manager -ongoing</p> <p>Alt. Ed. Administration Alt. Ed. Hiring Committee -ongoing</p> <p>Alt. Ed. Administration Alt. Ed. Teachers -ongoing</p> <p>Alt. Ed. Administration Team Leaders -current/ongoing</p> <p>Alt. Ed. Administration Alt. Ed. Teachers Resource Teachers I.A. with stipend for Spanish -current/ongoing</p>	<p>None</p> <p>TBD</p> <p>None</p> <p>None</p> <p>TBD</p> <p>None</p> <p>No extra cost</p>	<p>N/A</p> <p>TBD</p> <p>N/A</p> <p>N/A</p> <p>TBD</p> <p>N/A</p> <p>N/A</p>	<p>Title iA</p> <p>Title iA Title iD</p>
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<p><b>Monterey County Home Charter School</b></p> <p><b>GOAL I:</b> Provide access to the core curriculum through SDAIE for all ELs. English Learners require daily ELD instruction along with a coherent standards and research based instructional program for academic language development and content literacy across the curriculum. Appropriate intervention and supplemental instructional materials will be adopted and implemented to meet the instructional needs of EL students.</p> <p>All teachers will implement SDAIE strategies to provide access to the core.</p> <p><b>GOAL II:</b> Provide purposeful, targeted and on-going professional development in the implementation of state adopted, local board approved standards-aligned curriculum, strategies for differentiation of instruction, universal access for ELs along with ELD and SDAIE training.</p> <p><b>GOAL III:</b> Provide for parental involvement and awareness of the MCHCS program and educational opportunities for their children.</p> <p>Parents will be informed of their rights and responsibilities. Parents are considered part of the team towards a student's academic success. They participate in the Orientation and Intake processes.</p> <p>Information about the MCHCS programs will be made available in Spanish for the Spanish speaking parents and translators will be provided for the meetings.</p> <p>Parent-Teacher conferences are ongoing. Parents of students enrolled in Supported Homeschooling will meet with the Teacher monthly. Parents of students who are home-schooled will meet with the Teacher once every two weeks. Translation arrangements will be provided for parents who need them. Teachers also make themselves available to parents upon request from the parents. Teachers will contact parents at the first signs of at-risk behaviors so that parents are part of the solution.</p> <p>Parents will be recruited to become part of the Governance Council and translation will be provided as necessary.</p>	<p>MCHCS Teachers (SDAIE Trained) Parents/Mentors Student ILPs Current/Ongoing</p> <p>Teachers (SDAIE Trained) Current/Ongoing</p> <p>Administration Teachers SDAIE Trained Parent/student meetings Current/Ongoing Professional Dev. Days</p> <p>Administration Staff Teachers Orientation Meetings (Weekly) Parents/Students</p> <p>Translation (Staff) Teachers/Administration Parents/Students Current/Ongoing</p> <p>Teachers/Parents Teaches/Parents Current/Ongoing Translation as needed by Staff.</p> <p>Administration Teachers Parents</p>	<p>MCHCS NA</p> <p>NA</p> <p>TBD</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p>MCHCS NA</p> <p>NA</p> <p>TBD</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p>MCHCS NA</p> <p>NA</p> <p>Gen. Purpose Budget</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>
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<p>At Governance Council meetings and/or through workshops, parents will be provided with training/information regarding:</p> <p><i>a. The parents' role and responsibilities (Needs Assessment, Language Census, advise on School plan)</i>  <i>b. CAHSEE requirements/STAR</i>  <i>c. CELDT assessments and programs/ services for EL students</i>  <i>d. Graduation requirements</i>  <i>e. Intervention strategies</i>  <i>f.ROP/Vocational Education Program</i>  <i>g. Job skills preparation</i>  <i>h. Gang awareness</i>  <i>i. Drug prevention</i>  <i>j. Teen Health Issues</i></p> <p>Sign in sheets, agendas and minutes of Governance Council meetings will be maintained for compliance and to demonstrate parent participation.</p> <p>Parents will be recruited to chaperone at student events and to volunteer in workshops.</p>	<p>Staff          Governance Council          Current/Ongoing          Governance Council          Bylaws          Communications          Meetings/Workshops</p> <p>Current/Ongoing          Administration          Staff          Governance Council</p> <p>MCHCS          Teachers/Parents          Current/Ongoing          Students</p>	<p>NA</p> <p>MCHCS NA</p>	<p>NA</p> <p>MCHCS NA</p>	<p>NA</p> <p>MCHCS NA</p>
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**7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.**

Please describe those activities and how you will incorporate them.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b><u>Special Education</u></b></p> <p><b><u>Alternative Education</u></b></p> <p>The Court School is a year-round program and provides mandatory student services. The design of the program is intended to support the academic, social needs and post high school transition of the student.</p> <p>The Community School offers summer school and winter intersession. The focus of these extended learning day opportunities is credit recovery and CAHSEE preparation. Post grade-12 students who have not passed CAHSEE, may receive up to two additional years of intensive remediation..</p> <p>Alternative Education students who are not expelled have the opportunity to enroll in ROP courses.</p> <p>Alternative Education community students have</p>	<p>Alt. Ed, Administration Technology Coordinator All Alt. Ed. Teachers St. Transition Manager -ongoing</p>	<p>Concurrent enrollment fees; textbook for courses; transportation for students</p>	<p>TBD</p>	<p>General Funds Title IA</p>

<p>opportunities to participate in the Academy for College Excellence (ACE), formerly known as the Digital Bridge Academy at Hartnell. The educational program consists of several interrelated courses to give students both the academic and cultural-behavioral foundations to succeed and to thrive in their future.</p> <p>Alternative Education students have access to ODYSSEYWARE, an online curriculum and eLearning solutions for schools. ODYSSEYWARE provides innovative, 21st century learning opportunities by offering a multimedia-enriched curriculum for grades 3-12.</p> <p>Alternative Education has developed community partnerships to support students.</p> <ul style="list-style-type: none"> <li>• Second Chance Family and Youth Services offer counseling services and the latest anti-gang intervention techniques</li> <li>• Harmony at Home, a non-profit, helps students learn alternatives to violence through their school-based counseling program.</li> <li>• D.A.I.S.Y., or Drug and Alcohol Intervention Services for Youth, provides intervention and education services for substance abusing youth ages 13-18.</li> <li>• The Silver Star Resource Center is a collaboration with community agencies that offers a “one-stop shop” for youths between the ages of 6-21 who are experiencing difficulties in the areas of gang involvement, substance abuse, truancy, employment, mental health or family conflict. The goal of the program is to increase opportunities for academic</li> </ul>	<p>Technology Coordinator Alt. Ed. Staff</p> <p>Alt. Ed. Administration All Alt. Ed. Staff ongoing</p> <p>Alt. Ed. Administration BCS Team Leader SCS Team Leader</p>	<p>Maintenance</p>  <p>Counseling Service</p>	<p>\$2000/year</p>  <p>\$21,000</p>	<p>Title IA</p>  <p>MAA</p>
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<p>achievement, attain employment skills, promote overall health and welfare and decrease gang involvement.</p> <ul style="list-style-type: none"> <li>• Restorative Justice Partners (RJP) provide restorative justice services as appropriate methods of preventing and handling offenses to victims and community in Monterey County. RJP provides trainings in Conflict Management/Restorative Discipline.</li> <li>• One Stop Shop provides resources on career exploration, military service, financial aid for education, and other opportunities.</li> <li>• Turning Point of Central California provides employment development for court-involved youth. Their mission is to support youth to gain the skills, self-esteem, and the confidence they need to be accountable, competent, and responsible citizens of the community.</li> <li>• CSUMB Service Learning Institute foster and promotes social justice by cultivating reciprocal service and learning partnerships in our schools.</li> <li>• Alt. Ed. maintains a community-based partnership with Monterey County Probation with a campus-based program.</li> </ul>	<p>Alt. Ed. Administration MC Probation Dept. Team Leaders -ongoing</p> <p>MCHCS Administration Teachers/staff CAHSEE Classes Staff Current/Ongoing</p>	<p>Admin. Costs Salaries Benefits</p> <p>MCHCS TBD</p>	<p>\$180,000/year</p> <p>MCHCS TBD</p>	<p>Pupil Retention Block/AB825</p> <p>MCHCS General Funds</p>
<p><b><u>Monterey County Home Charter School</u></b></p> <p>MCHCS provides extended school-day remediation. MCHCS will provide intensive CAHSEE remediation on line for students in grades 10-12. The remediation will target students who have</p>				

<p>failed or are at risk of failing one or both sections of the CAHSEE. Additional intervention will be provided to students through tutoring and additional classes in writing and math. The remediation will focus on Mathematics and English/Language Arts standards and students who have scored at basic or below on CSTs.</p> <p>MCHCS students have the opportunity to enroll in ROP courses, including Cosmetology, Healthy Academy and Computer and Business Applications. MCHCS students have the opportunity to concurrently enroll at the local community colleges.</p>	<p>Teachers ROP</p> <p>MCHCS – Hartnell College</p>	<p>NA</p> <p>MCHCS NA</p>	<p>NA</p> <p>MCHCS NA</p>	<p>NA</p> <p>MCHCS NA</p>
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**8. Include strategies to promote effective parental involvement in the school.**

Please describe those strategies. (See DAS, Parent and Community, p. 10)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b><u>Special Education</u></b></p> <p><b><u>Alternative Education</u></b></p> <p>Parents are involved in the enrollment process at the community school, which is held at each school site, to provide individual attention.</p> <p>Student/parent/teacher conferences are held to discuss student assessment results, credits earned or any concerns.</p> <p>Parents are also encouraged to participate in school activities such as School Site Council. Parents serve on the site council and have a voice in educational spending and program decisions.</p> <p>Student Study Teams (SSTs) are held to discuss student behavior/progress with parents/guardians.</p> <p>Parents are invited to provide feedback to staff through surveys such as the School Climate Survey and the WASC Survey. This year parents of special education students enrolled in Alternative Education Programs were invited to participate in a focus group.</p> <p>Translation services are available to parents.</p> <p>Parents will be recruited to develop an English Learner Advisory Council (ELAC) Notices will be sent out in English and in Spanish to invite parents to participate in meetings and events. MCOE Educational Services will provide DLAC support to Alternative Education Programs.</p>	<p>Team Leaders IS Teachers -ongoing</p> <p>All Alt. Ed. Teachers -as needed</p> <p>Alt. Ed. Administration All Alt. Ed. Teachers -ongoing</p> <p>Alt. Ed. Administration All Alt. Ed. Teachers -as needed</p> <p>Alt. Ed. Administration Alt. Ed. Teachers WASC Focus Groups -ongoing</p> <p>Bilingual Alt. Ed. Staff -as needed</p> <p>Alt. Ed. Administration St. Transition Manager Transition Manager SSC Members MCOE Ed. Services DLAC-support Employee All Alt. Ed. Staff</p>	<p>None</p> <p>None</p> <p>Postage; Transportation Translation</p> <p>None</p> <p>Postage</p> <p>Translation Time</p> <p>Postage Transportation Translation Time</p>	<p>N/A</p> <p>N/A</p> <p>TBD</p> <p>N/A</p> <p>TBD</p> <p>TBD depending on WHO translates and when (i.e. after school day)</p> <p>TBD</p>	<p></p> <p></p> <p>Title iA</p> <p></p> <p>Title iA</p> <p>Title iA</p> <p>Title iA</p>

<p>Parents will receive training on their ELAC/DELAC responsibilities and rights.</p>	<p>-spring 2012 Alt. Ed. Administration Alt. Ed. Staff who participate in INTAKE meetings -spring 2012</p>	<p>Postage</p>	<p>TBD</p>	<p>Title IA</p>
<p>At SSC and ELAC/DELAC meetings, parents will be provided with training/information regarding:</p> <ol style="list-style-type: none"> <li>a. The parents’ role and responsibilities (Needs Assessment, Language Census, advise on School plan)</li> <li>b. CAHSEE requirements/STAR</li> <li>c. CELDT assessments and programs/ services for EL students</li> <li>d. Graduation requirements</li> <li>e. Intervention strategies</li> <li>f. Job skills preparation (new spring 2012)</li> <li>g. Gang awareness (new spring 2012)</li> <li>h. Drug prevention (new spring 2012)</li> </ol>	<p>Alt. Ed. Administration SSC St. Transition Manager Transition Manager Team Leaders Leadership Team -ongoing</p>	<p>Materials in Eng. and Spanish Translation Transportation</p>	<p>TBD</p>	<p>Title iA</p>
<p>Parents will also receive training in spring 2012: <i>“What parents need to know to guide their students through high school graduation.”</i></p>	<p>Alt. Ed. Administration SSC St. Transition Manager Transition Manager Team Leaders Leadership Team -Date TBD before 1/12</p>	<p>Materials in Eng. and Spanish Translators @ meeting Postage</p>	<p>TBD</p>	<p>Title iA Title ID (court)</p>
<p>Parents are kept informed through a regular newsletter which is sent in both English and Spanish. Participating in events such as Open House also helps parents understand the goals of Alternative Education and how their individual student is progressing.</p>	<p>Alt. Ed. Administration Team Leaders ongoing</p>	<p>Postage</p>	<p>TBD</p>	<p>Title iA</p>
<p>All parents will continue to receive required notices and other information in a timely manner. Documents will be in both English and Spanish.</p>	<p>Alt. Ed. Administration Team Leaders St. Transition Manager ongoing</p>	<p>Postage</p>	<p>TBD</p>	<p>Title IA</p>
<p>Information and items of interest to parents and community such as the School Accountability Report Card will be posted to the district website in a manner which allows for easy access.</p>	<p>Technology Coordinator Ongoing</p>	<p>None</p>	<p>N/A</p>	

<p><b><u>Monterey County Home Charter School</u></b></p> <p>Parents will be informed of their rights and responsibilities. Parents are considered part of the team towards a student's academic success. They participate in the Orientation and Intake processes.</p> <p>Information about the MCHCS programs will be made available in Spanish for the Spanish-speaking parents and translators will be provided for the meetings.</p> <p>Parent-Teacher conferences are ongoing. Parents of students enrolled in <b>Supported Homeschooling</b> will meet with the teacher monthly. Parents of students who are home-schooled will meet with the parent once every two weeks. Translation arrangements will be provided for parents who need them. Teachers also make themselves available to parents upon request from the parents. Teachers will contact parents at the first signs of at-risk behaviors so that parents are part of the solution.</p> <p>Parents will be recruited to become part of the Governance Council and translation will be provided as necessary.</p> <p>At Governance Council meetings <b>and parent workshops</b>, parents will be provided with training/information regarding:</p> <p><i>a. The parents' role and responsibilities (Needs Assessment, Language Census, advise on School plan)</i>  <i>b. CAHSEE requirements/STAR</i>  <i>c. CELDT assessments and programs/ services for EL students</i>  <i>d. Graduation requirements</i>  <i>e. Intervention strategies</i>  <i>f.ROP/Vocational Education Program</i>  <i>g. Job skills preparation</i></p> <p><i>h. Gang awareness</i>  <i>i. Drug prevention</i>  <i>j. Teen Health Issues</i></p> <p>Sign in sheets, agendas and minutes of Governance Council and <b>other parent meetings</b> will be maintained for compliance and to demonstrate parent participation.</p>	<p>MCHCS Administration Teachers/Staff Parent Orientation Meetings Weekly</p> <p>Staff Translators</p> <p>Support Homeschool Teachers Parents Staff Translators Weekly Meetings Current/Ongoing</p> <p>Administration Governance Council Teachers Parents Staff Translators Weekly Meetings Current/Ongoing</p> <p>Current/Ongoing Administration Teachers</p>	<p>MCHCS NA</p> <p>TBD</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p>MCHCS NA</p> <p>TBD NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p>MCHCS NA</p> <p>General Purpose Funds</p> <p>NA</p> <p>NA</p> <p>NA</p>
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Parents will be recruited to chaperone at student events and to volunteer in <b>workshops and activities</b> .	Parents MCHCS Teachers/Parents	MCHCS NA	MCHCS NA	MCHCS NA
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