

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. About This School

### Contact Information

School Information		District Information	
<b>School Name</b>	Merced Scholars Charter School	<b>District Name</b>	Merced County Office of Education
<b>Principal</b>	Sherry Housley	<b>Superintendent</b>	Dr. Lee Andersen
<b>Street</b>	3553 Challenger Way	<b>Street</b>	632 W. 13 <sup>th</sup> Street
<b>City, State, Zip</b>	Atwater, CA 95301	<b>City, State, Zip</b>	Merced, CA 95340
<b>Phone Number</b>	209 385-5361	<b>Phone Number</b>	209 381-6607
<b>Fax Number</b>	209 385-5365	<b>Fax Number</b>	209
<b>Web Site</b>	<a href="http://www.mercedlearn.org/charter/">www.mercedlearn.org/charter/</a>	<b>Web Site</b>	<a href="http://www.mcoe.org">www.mcoe.org</a>
<b>E-mail Address</b>	<a href="mailto:shousley@mcoe.org">shousley@mcoe.org</a>	<b>E-mail Address</b>	<a href="mailto:LAndersen@mcoe.org">LAndersen@mcoe.org</a>
<b>CDS Code</b>	24-10249-0106518	<b>SARC Contact</b>	Sherry Housley

### School Description and Mission Statement

#### School Program Overview:

Merced Scholars Charter School is a community initiated and supported charter high school and operates as a public school supported by the Merced County Office of Education. MSCS offers instruction via individual and group work in laboratory, classroom, virtual, and community settings, as well as in the home. MSCS offers a variety of delivery strategies including technology and on-line Internet support for academic courses. Our mission is to provide a collaborative culture supporting parents, staff and community partners while providing college preparatory information and guidance for a seamless transition into higher education.

#### Our Mission:

Merced Scholars Charter School (MSCS) provides personalized education for home-schooled students in grades 9-12 residing in Merced County as well as adjacent counties. MSCS students will be prepared as educated, responsible, and contributing citizens, who can read, write, communicate, and calculate with clarity and accuracy using current technologies and resources. MSCS will empower students to cultivate respect for self and others by offering opportunities for life-long personal and social development while establishing and achieving educational, personal, and career goals through a personalized learning model which provides multiple learning environments both within and beyond the classroom.

## I. General Information-continued

### Opportunities for Parental Involvement

<b>Contact Person Name</b>	<b>Sherry Housley</b>	<b>Contact Person Phone Number</b>	<b>209 385-5361 ext 114</b>
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Merced Scholars Charter School offers many opportunities for parents to become involved with their children's educational experience which include:

#### Home School Teacher

Since MSCS is a home school, parental involvement is an integral part of the learning process. MSCS teachers are the facilitators, preparing weekly lessons, while the parent/caregiver provides instruction and assistance at home. Parental involvement is crucial in helping students become successful learners.

#### MSCS Advisory Board

The Merced County Office of Education (MCOE) Board of Education is the governing board for the school and is responsible for making policy decisions. The MCOE Board of Education is also responsive to procedure and policy decisions which are endorsed by the MSCS Advisory Board. This Board serves in a capacity to review and recommend to the MCOE Governing Board. The MSCS Advisory Board was established under the by-laws of the Charter Petition and includes parent representatives; who were elected by balloting of the MSCS parent population. There is also a community representative, who may or may not be a parent, four teacher representatives, one MCOE Superintendent's Designee, and the MSCS Principal, who serves as the Advisory Board Secretary. The Advisory Board meets quarterly and encourages all parents to attend the Board's Annual Meeting.

#### Field Trips

All parents are encouraged to attend MSCS field trips. This year MSCS students and parents went to the San Jose Tech Museum. Students also participated in the Career Industry Days through the Merced County Office of Education's Regional Occupational Program.

### Student Enrollment – Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	23
Grade 1	0	Grade 10	24
Grade 2	0	Grade 11	27
Grade 3	0	Grade 12	8
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	<b>Total Enrollment</b>	<b>82</b>

### Student Enrollment – Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	0	0	Hispanic or Latino	33	40
American Indian or Alaska Native	1	2	Pacific Islander	1	2
Asian	1	2	White (Not Hispanic)	44	53
Filipino	2	5	Multiple or No Response	2	2

## II. School Climate

### School Safety Plan

The School Safety Plan, which includes the Crisis Response Plan, is reviewed and updated yearly by the school Safety Committee. The School Safety Plan is reviewed by staff in the event of a crisis.

The plan includes universal precautions to be taken in the event of a fire, earthquake, bomb threat, unwanted intruder or catastrophic event.

MSCS has several practice drills per year so that staff and students know what to do in the event of an emergency. Additionally, all staff monitors students as they move to/from campus.

### School Programs and Practices That Promote a Positive Learning Environment

The Merced Scholars Charter School (MSCS) follows a personalized learning model which is a blend of classroom and non-classroom based learning that is tailored to the needs and interests of each individual student. Personalized Learning is a 21st century, "on the leading edge" approach to public education that honors and recognizes the unique gifts, skills, passions, and attributes of each child. Personalized Learning is dedicated to developing individualized learning programs for each child with intent to engage each child in the learning process in the most productive and meaningful way to optimize each child's learning potential and success.

During 2006-2007, our third year in operation, we have continued many enrichment activities and programs which include:

**ALEKS** ALEKS is a Web-based, individualized learning assistant. Utilizing a sophisticated artificial intelligence engine, ALEKS currently helps people learn a number of subjects in mathematics and business. ALEKS uses its unique, state-of-the-art assessment technology to identify precisely what each individual already knows, and what is now ready to be learned. Students are able to access ALEKS online at school and at home.

**Biology Labs** Every other Wednesday our Biology students participate in a "hands-on" lab experience facilitated by a teacher credentialed in Science. These labs enable students to gain a better understanding in the science area with direct instruction and a "learning by doing" approach.

**Spanish Tutorials** Students enrolled in Spanish I and II participate in an oral lab at which time the instructor, who is B-CLAD certified, teaches students how to correctly speak in the Spanish language. Students also work on a Spanish Handbook which is a culmination of all of their work during the class.

**Student Organization** Students can participate in the MSCS Student Organization (SO) which meets every Wednesday. The SO is responsible for the production of our school newspaper, The Flip Side, and for several events during our academic year. All students are encouraged to participate in the SO to become leaders at our school and throughout our community.

**Career Education and Postsecondary Enrichment Activities and Programs** Students have been afforded the opportunity to attend field trips to our local community college, CSU, and UC institutions. Development of career exploration activities with Merced College and personalized academic and career counseling in partnership with Merced College guidance staff; also was integrated into our program for all students to benefit by a personal postsecondary counseling session. In addition, students prepared an Employability Portfolio through an English Language Arts assignment in 11<sup>th</sup> Grade.

**Instructional Enrichment Activities and Program** Students had opportunities to: Take individual lessons personalized to student interests and talents with local visual and performing arts instructors in the area of voice and instrumental performance; physical education contracts with licensed Karate instructors and local fitness labs; and a Celebration of Learning event, where students showcased their academic and personal talents and accomplishments in front of an audience of over 150 attendees.

**Personal and Social Enrichment** Students were provided the opportunity to attend social activities held at the school, sponsored by the Student Organization with four-tenet purpose of Community Service, Leadership Development, Social Applications, and Academic/Career Development Exploration. In the Fall, the Student Organization sponsored a community service event to assist victims of Hurricane Katrina.

**Suspensions and Expulsions: NONE**

### III. School Facilities

#### General Information

Merced Scholars Charter School is located in the Castle Science and Technology Center which is the former site of the Castle Air Force Base. The facility was built in the 1950's but has since been restructured for civilian purposes. The school occupies over 2,200 square feet of the building's top floor with six offices, a curriculum room, science lab, computer lab, and storage room. We also have access to an adjacent large meeting facility and testing rooms.

#### School Facility Conditions – Results of Inspection and Evaluation

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	N/A		
Other			

Conducted site inspection on 9/20/06. Facilities are in excellent shape. No mechanical or structural problems.

*Paul E. Baxter*

Safety & Loss Control

### IV. Teachers

#### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2004	2005	2006
<b>Total Teachers</b>	2	3	8
<b>Teachers with Full Credential</b>	2	3	8
<b>Teachers Teaching Outside Subject Area</b> (full credential teaching outside subject area)	0	0	0
<b>Teachers in Alternative Routes to Certification</b> (district and university internships)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

## Teacher Misassignments- NONE

### Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School
Doctorate	0
Master's Degree plus 30 or more semester hours	12
Master's Degree	0
Bachelor's Degree plus 30 or more semester hours	88
Bachelor's Degree	0
Less than Bachelor's Degree	0

## Vacant Teacher Positions- NONE

### Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

On a biannual basis, teachers are observed and evaluated by the school administrator. Teachers are evaluated in four domains: planning and preparation, classroom environment, instruction, and professional responsibility. The evaluator notes strengths and weaknesses, and provides suggestions. If needed, an individual improvement plan is developed and is noted for follow-up on the next evaluation. Teachers also have an opportunity to provide feedback and a self-evaluation.

### Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Merced Scholars Charter School is a middle school/high school that serves home-schooling families. Since we offer one-on-one instruction by a weekly appointment, we do not have the need for substitute teachers at this time. Appointments may be rescheduled to accommodate an absence; however, our teachers are fully trained and prepared to handle any student file in case a teacher must leave for an emergency.

## V. Support Staff

### Counselors and Other Support Staff- N/A

#### Academic Counselors

MSCS provides the opportunity for college-ready students to enroll at a community college. College placement tests, the LASSIE and Accuplacer, are administered on-site. Results of these tests are reviewed with the local Community College Counselor and the student. The purpose is to work with students, beginning in 9th grade, to assist them to meet their college and career goals, and to ensure students understand academic strengths they personally have developed, or need to acquire, for their long-term career goals.

## VI. Curriculum and Instructional Materials

IX. Curriculum and Instruction-*continued*

### Quality and Currency of Textbooks and Instructional Materials

Subject	Textbook Name	Year Adopted	Standards Based
Math	Mathematics: Applications & Concepts Course 1,2, & 3	2005	Yes
Math	Algebra Concepts and Applications	2005	Yes
Math	Geometry Concepts and Applications	2005	Yes
Math	Algebra 2	2005	Yes

Math	Mathematics with Business Applications	2005	Yes
Science	Glencoe Life Science	2005	Yes
Science	Biology: The Dynamics of Life	2005	Yes
Science	Glencoe Earth Science	2005	Yes
Science	Glencoe Physical Science	2005	Yes
Social Studies	World Geography: Building A Global Perspective	2005	Yes
Social Studies	World History: Modern Times	2005	Yes
Social Studies	American Vision	2005	Yes
Social Studies	America's Story 1 & 2	2005	Yes
Social Studies	Economics: Concepts and Applications	2005	Yes
Social Studies	Economics: Today & Tomorrow	2005	Yes
Social Studies	MacGruder's American Government	2005	Yes
Language Arts/English	Reader's Choice Course 2 & 3	2005	Yes
Language Arts/English	The Language of Literature 9	2005	Yes
Language Arts/English	The Language of Literature 10	2005	Yes
Language Arts/English	The Language of Literature 11	2005	Yes
Language Arts/English	The Language of Literature 12	2005	Yes
Foreign Language	!Buen Via je! Course 1	2005	
Foreign Language	!Buen Via je! Course 2	2005	
Health	Health	2005	
Art	Art Talk	2005	

## IX. Curriculum and Instruction-continued

### Quality and Currency of Textbooks and Instructional Materials

Subject	Textbook Name	Year Adopted	Standards Based
General Math Grade: 6-8 Remediation	Harcourt K-6 Series: Grade 5	2006	Yes
General Math Grade: 6-8 Remediation	Harcourt K-6 Series: Grade 6	2006	Yes
General Math	Mathematics Course 2: Concepts and	2006	Yes

Grade: 7	Skills		
Algebra Grade: 8	Algebra 1: Concepts and Skills	2006	Yes
General Math Grade: 6-8	Mathematics: Applications and Concepts - Course 2	2006	Yes
General Math Grade: 6-8	Mathematics: Applications and Concepts - Course 3	2006	Yes
General Science Grade: 6	Science - Level Red	2006	Yes
General Science Grade: 7	Science - Level Green	2006	Yes
General Science Grade: 8	Science - Level Blue	2006	Yes
World History Grade: 6	World History: Ancient Civilizations	2006	Yes
World History Grade: 7	World History: Medieval to Early Modern Times	2006	Yes
U.S. History Grade: 8	United States History: Independence to 1914	2006	Yes
English I Grade: 6	Holt Literature and Language Arts: Introductory Course	2006	Yes
English I Grade: 6	Holt Handbook: Introductory Course	2006	Yes
English II Grade: 7	Holt Literature and Language Arts: First Course	2006	Yes
English II Grade: 7	Holt Handbook: First Course	2006	Yes
English III Grade: 8	Holt Literature and Language Arts: Second Course	2006	Yes
English III Grade: 8	Holt Handbook: Second Course	2006	Yes
Spelling Grade: 6	Spelling Lessons and Activities: Introductory Course	2006	Yes
Vocabulary Grade: 6	Vocabulary Development w/ Answer Key: Intro Course	2006	Yes
Spelling Grade: 7	Spelling Lessons and Activities: Course 1	2006	Yes
Vocabulary Grade: 7	Vocabulary Development w/ Answer Key: Course 1	2006	Yes
Spelling Grade: 8	Spelling Lessons and Activities: Course 2	2006	Yes
Spelling Grade: 8	Vocabulary Development w/ Answer Key: Course 2	2006	Yes

## VII. School Finances

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

Category	District Amount (General Fund)	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$37,814	N/A*
<b>Mid-Range Teacher Salary</b>	\$60,865	N/A*
<b>Highest Teacher Salary</b>	\$74,879	N/A*

<b>Percent of Budget for Teacher Salaries</b>	46%	N/A*
<b>Percent of Budget for Administrative Salaries</b>	8%	N/A*

\*County Offices of Education are not required to report average salaries and expenditures.

### District Expenditures (Fiscal Year 2005-06)

School Site	District	State Average For Districts In Same Category	State Average All Districts
Dollars Expended Per Student	Dollars Expended Per Student	Dollars Expended Per Student	Dollars Expended Per Student
\$6,466	\$7202	**	**

\*\*See <http://www.cde.ca.gov/ds/fd/ec/> - Vary throughout state.

### Types of Services Funded

<b>Merced Scholars Charter School 2005-2006</b>	
<b>Administrative Salaries:</b>	Salaries for the vice-principal, and other directors or supervisors.
<b>Teacher Salaries:</b>	Salaries for certificated staff.
<b>School Staff Salaries:</b>	Salaries for classified staff.
<b>Direct Instruction:</b>	Learning materials, such as textbooks, supplies and computers
<b>Employee Benefits:</b>	Benefits for all district employees
<b>Services/Operating:</b>	Pupil services, bus drivers and other transportation expenses, repair, replacement, and upkeep of the building.

## VIII. Student Performance

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST – All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	0	51	20	5	6	6	36	40	42
Mathematics	0	28	6	2	3	1	34	38	40
Science	0	8	9	1	1	1	25	27	35
History-Social Science	0	36	6	3	2	2	29	32	33

### CST – Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	0	0	1	0	8	0	11
Mathematics	0	0	0	0	3	0	0
Science	0	0	0	0	2	0	7
History-Social Science	0	0	0	0	1	0	5

### CST – Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	6	14	0	0	0	0
Mathematics	2	4	0	0	0	0
Science	4	5	0	0	0	0
History-Social Science	3	3	0	0	0	0

### California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	N/A	N/A	N/A						
7	N/A	N/A	N/A						
9	15			148			445,038		

## IX. Accountability

### Academic Performance Index

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

**API – Schoolwide**

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				
	2002	2003	2004-2005	2005-2006
Percent Tested	N/A	N/A	100	100
API Base Score			672	712
Growth Target			N/A	5
Statewide Rank			4	6
Similar Schools Rank			N/A	N/A

**X. School Completion and Postsecondary Preparation**

**Dropout Rate and Graduation Rate**

	School		
	2003	2004	2005
Enrollment (9-12)	N/A	34	68
Number of Dropouts		0	0
Dropout Rate (1-year)		0	0
Graduation Rate		100%	100%

**Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission- N/A**

**Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission-N/A**

**SAT Reasoning Test**

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school.

	School			
	2003	2004	2005	2006
Grade 12 Enrollment			6	8
Percent of Grade 12 Enrollment Taking Test			2	N/A

**Workforce Preparation Programs**

MSCS students have the opportunity to participate in Career Technical Training through the Merced County Regional Occupational Program. Career education guidance and exploration are also educational components emphasized at the Charter School. Direct connection is aligned with English language arts coursework and through career and college field trips. Additionally, students can access programs, such as Eureka, to explore career options and investigate employment opportunities.

**Career Technical Education (CTE) Programs- N/A**

## **XI. Instructional Planning and Scheduling**

### **School Instruction and Leadership**

Merced Scholars Charter School's program is strongly influenced by the California State Standards. MSCS takes every opportunity to improve curriculum and notes areas in need of improvement. Staff has the responsibility to review and make recommendations regarding current curriculum. Teachers work to analyze, modify, and implement new curriculum and instructional strategies.

The instructional leadership of MSCS is a shared process. Teachers, along with the administrator, participate collegially in school development. Both staff and parents play key roles in school leadership, and work together as a cohesive unit to uphold the Charter's mission and goals.

MSCS's instructional program includes methods to monitor progress of underperforming students. Underperforming students are required to attend tutorials, and are re-evaluated at each scheduled appointment for progress. Underperforming student groups can be identified through various data provided by Merced County Office of Education and the California Department of Education, as well as through MSCS's in-house systems. Grades, attendance, and credit completion reports are monitored by staff to determine which students require more assistance to achieve academic success.

MSCS makes every effort to ensure equal access to the core curriculum for all students, including English learners (ELs) and placement of individuals with exceptional needs in the least restrictive environment. ELs and special needs students are evaluated by support services provided by the Merced County Office of Education in accordance with Education Code Section 47641 (b).

### **Professional Development**

Each teacher is required to have at least three days dedicated to professional development. MSCS offers its faculty many opportunities for professional development. Staff has attended conferences held for Charter Schools, and numerous staff development trainings, including Exceeding Customer Expectations, Career Pictorial, Educational Web Site Information, and Eureka Career Education software training.

MSCS teachers have the opportunity to participate in programs such as the Beginning Teacher Support and Assessment (BTSA) program for new teachers, and the Peer Assistance Review (PAR) program, which provides assistance for new and veteran teachers in the areas of subject matter knowledge, teaching strategies, teaching methods, and instruction. These programs are offered through the Merced County Office of Education, our sponsoring agency.

