

**MODOC CHARTER SCHOOL**  
**SCHOOL ACCOUNTABILITY REPORT CARD**  
**2007 – 2008**  
Prepared January 2009

**Modoc County, California**  
with Learning Centers in Cedarville and Alturas



**MODOC CHARTER SCHOOL MISSION STATEMENT**

The mission of Modoc Charter School is to enable students to become competent, contributing members of society equipped with reading, writing, computational, technological, and problem-solving skills necessary for success in a rapidly changing world. Beyond core academic skills, the mission is to help pupils become self-motivated, independent learners, able to use different sources of information, organize their time and effort, complete tasks set by themselves and others, and view the community and world as their learning space

**Modoc Charter School Board of Directors**

Alan Hopkins  
Alanna Orr  
Dan young  
Amy Erickson  
Joe McMath

Director: Rhynie Hollitz  
Assistant Director: Patrick Bloom

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

## **I. Data and Access**

### **DataQuest**

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **II. About This School**

### **Contact Information (School Year 2008-09)**

This section provides the schools contact information.

School		District	
School Name	Modoc Charter School	District Name	Modoc Joint Unified
Street	214 West 1st St.	Phone Number	530-233-7201
City, State, Zip	Alturas , CA 96101	Web Site	www.modoc.k12.ca.us
Phone Number	530-233-3861	Superintendent	Lane Bates
Director	Rhynie Holtz	E-mail Address	lbates@modoc.k12.ca.us
E-mail Address	hollitzranch@yahoo.com	CDS Code	25-73585-2530129
Associate Director	Patrick Bloom	E-mail address	patrick.bloom@modoccharter.com

### **School Description (School Year 2007-08)**

This section provides information about the school's goals and programs.

Modoc Charter School currently is housed in two locations: Alturas Learning Center at 214 West 1<sup>st</sup> Street in Alturas, California and Cedarville Learning Center at 604 Main Street in Cedarville, California. In 2007-2008 a third site was in Adin, California. Modoc Charter School experienced continued academic growth during the 2007–2008 school year. We are currently in our third year of a full six-year accreditation by the Western Association of Schools and Colleges (WASC). Efforts to improve our Academic Performance Index (API) resulted in a twelve-point increase from 2006-2007. We continue to meet or exceed language arts and mathematics proficiency levels as required for Adequate Yearly Progress by the No Child Left Behind federal legislation. We focused on writing by implementing the Step Up to Writing program. Increased tutoring and emphasis in mathematics is resulting in academic gains as well. We serve students through personalized independent study. Our staff continues to be innovative in their teaching methods through science labs, field trips, computer software resources, and community-based learning. Strong parental involvement, in partnership with the teaching staff, resulted in positive student attitudes and achievement.

Patrick Bloom, Assistant Director

#### **Major Achievements**

- The academic hard work of students, parents, and staff resulted in a twelve-point increase in our Academic Performance Index (API) over the previous year. By focusing on specific areas to improve, we created a substantial leap forward for the school.
- We offered more professional training opportunities to our teachers. 100 percent of our staff is “highly qualified” in their assigned area according to the federal No Child Left Behind Act..

**Focus for Improvement**

- Modoc Charter School participates in Standardized Testing and Reporting (STAR) each year. This formal assessment tool, as well as curriculum-based tests, teacher monitoring and observation, projects, and portfolios, are used to evaluate student progress.
- Continue to emphasize improvement in writing through the Step Up to Writing program with pre and post authentic writing assessments .
- Develop increased computer software resources through the library for student use in all curricular areas.

**Opportunities for Parental Involvement (School Year 2007-08)**

This section provides information about opportunities for parents to become involved with school activities.

The nature of our independent study program requires direct, daily parental involvement. Parents may have their children use school tutorial services or small-group classes once or twice per week, but the vast majority of student learning takes place at home with the family. The supervising teachers develop a collaborative, encouraging relationship with each family, using coaching and mentoring strategies to assist parents and students. Parents may be involved in the Advisory Council, serve on the Board of Directors, attend Board meetings, be committee members on various school projects, and participate in other ways. Annual surveys completed by parents provide excellent suggestions for improving our school program.

**Student Enrollment by Grade Level (School Year 2007-08)**

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	19
Grade 1	19
Grade 2	28
Grade 3	30
Grade 4	19
Grade 5	33
Grade 6	28
Grade 7	28
Grade 8	34
Ungraded Elementary	0
Grade 9	44
Grade 10	67
Grade 11	61
Grade 12	61
Ungraded Secondary	0
Total Enrollment	471

**Student Enrollment by Group (School Year 2007-08)**

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.21 %
American Indian or Alaska Native	6.79 %

Asian	1.91 %
Filipino	0.85 %
Hispanic or Latino	4.03 %
Pacific Islander	1.49 %
White (not Hispanic)	75.37 %
Multiple or No Response	9.34 %
Socioeconomically Disadvantaged	62 %
English Learners	%
Students with Disabilities	6 %

### Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English										0		
Mathematics								8.0	18			
Science												
Social Science												

## III. School Climate

### School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

**Safety:** The nature of our personalized, independent study program creates a different setting from traditional schools. The students spend most of their time working at home, with visits as needed for small group instruction or tutoring. Our Safety Plan, reviewed annually with teaching faculty, relates primarily to the rules and procedures for keeping our learning centers positive and productive. Credentialed staff members directly supervise students who use school facilities for tutoring or small group instruction. Parents provide transportation to and from school activities. No incidents threatening the health or safety of students or staff were reported during 2007–2008 school year.

**Discipline:** Students who visit our learning centers are expected to follow clear, positive rules of behavior that are posted and discussed. Those students who have difficulty complying with the rules meet with the supervising staff member(s) to initially deal with the behavior. Parents are promptly involved in the correction process. Persistent negative behavior results in student loss of the privilege to attend the facilities. During 2007–2008 there were no suspensions or expulsions of Modoc Charter School students. Positive behavior is rewarded by recognition from teachers and parents. At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

**Homework:** Our program requires parents to be directly involved in the daily learning activities assigned in cooperation with credentialed instructors. Almost all the work is completed at home. Students are assigned a minimum of 20-25 hours of academic work per week. The assignments include a variety of activities, including reading, writing, mathematical computation and application, projects, learning using manipulatives, learning software and kits, etc. Parents and teachers communicate often, focusing on the individual academic skills and knowledge of each student.

**Schedule:** Modoc Charter School operates a 175-day school year, beginning in late August and ending in

early June. The school year is divided into two semesters. Due to the independent study nature of the program, the length of the instructional days are set by the parents and teachers, allowing structured flexibility appropriate to individual learning styles and paces. The emphasis is on the quality and quantity of work completed.

**Leadership:**

Rhynie Hollitz is completing his first year as the executive director during the 2008-09 school year along with Patrick Bloom employed as the assistant director. Along with the Board of Directors providing policy making decisions and adopting the budget, an Advisory Committee is made up of administration, parents, teachers, students and a community member to make recommendations to the Board.

### Suspensions and Expulsions

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

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions			0	1.1	12.5	4.8
Expulsions			0	1.3	1.3	1.1

## IV. School Facilities

### Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

**Buildings:**

During the 2007-2008 school year, Modoc Charter School used three learning centers and one office (including a large resource library in our office complex) to operate our school. The facilities were in good physical shape, requiring only minor maintenance. Staff continues to improve on the plans for how to deliver instructional services to students enrolled outside of Modoc County. A new administrative office is scheduled for construction in 2009-2010.

**Library:**

Modoc Charter School has a library with over 24,000 books and other instructional items, managed by a full-time classified employee. The curricular depth and variety of library holdings has been a huge asset to the school program. Students and parents enjoy visiting and using the resources. It is open five days a week for six hours each school day. Displays of student work, a children's literature corner, three-station computer lab, and attractive furniture add to the positive environment of the library.

**Computers:**

We have multiple computers available for student use, which means that, most students who need computers are able to gain access to one. There is one learning center connected to the Internet. Due to the independent study nature of the program, most students employ home computers to assist in their learning. Students also check out computers and computer software, as well as others, from the library for use at home.. Student computer exposure includes word processing, Internet research, and CDbased learning programs. Certificated teachers manage the technologies for the school.

## School Facility Good Repair Status (School Year 2008-09)

All students at Modoc Charter School receive instruction primarily at home, using the school's learning centers for , consultation with the instructor, tutoring and library access. The buildings are owned by the Modoc County Office of Education and are structurally safe and well maintained.

Item Inspected	Repair Status		
	Good	Fair	Poor
Gas Leaks			N/A
Mechanical Systems			N/A
Windows/Doors/Gates (interior and exterior)			N/A
Interior Surfaces (walls, floors, and ceilings)			N/A
Hazardous Materials (interior and exterior)			N/A
Structural Damage			N/A
Fire Safety			N/A
Electrical (interior and exterior)			N/A
Pest/Vermin Infestation			N/A
Drinking Fountains (inside and outside)			N/A
Restrooms			N/A
Sewer			N/A
Playground/School Grounds			N/A
Roofs			N/A
Overall Cleanliness			N/A

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	29	32	32	80
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.4	0.6
High-Poverty Schools in District	92.9	7.1
Low-Poverty Schools in District	N/A	N/A

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.2 FTE or as needed	
Library Media Teacher (Librarian)	Provided by MCOE SELPA through MOU	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	Provided by MCOE SELPA through MOU	N/A
Social Worker	Provided by MCOE SELPA through MOU	N/A
Nurse	Provided by MCOE SELPA through MOU	N/A
Speech/Language/Hearing Specialist	Provided by MCOE SELPA through MOU	N/A
Resource Specialist (non-teaching)	Provided by MCOE SELPA through MOU	N/A
Other	Provided by MCOE SELPA through MOU	N/A

**SPECIALIZED PROGRAMS AND STAFF:** The school has an intern PPS credentialed part-time school guidance counselor who works with students, particularly in high school, to develop educational plans to meet high school graduation and post-high school graduation goals.

**GIFTED AND TALENTED EDUCATION (GATE):** Students who perform at high levels on standardized examinations and who demonstrate specific talents in different subject areas or skills are individually challenged by teachers and parents to excel through special projects, performances, and lessons. Many of our high school students are concurrently enrolled in local college courses for academic and vocational enrichment.

**SPECIAL EDUCATION PROGRAM:** The special education needs of those students who qualify for such programs are very successfully provided by the Modoc County Special Education Local Plan Area (SELPA). We have part-time Resource Specialist Program (RSP) teachers, as well as a part-time speech/language therapist. They provide services through one-on-one and small group instruction once or twice per week, as directed by each student's Individualized Education Plan (IEP). Consultation with the parents amplifies and reinforces the work done by the direct instruction of SELPA staff. The Modoc SELPA also provides school psychologists, an occupational therapist, and a school nurse. A full IEP review, monitoring, and evaluation process is provided for each student who qualifies. We convene Student Study Teams to evaluate and plan for the needs of students who may later be considered for referral to special education programs.

**ENGLISH LEARNER PROGRAM:** Modoc Charter School is currently working on certifying a California English Language Development Test (CELDT) proctor to assess newly enrolled EL students. Modoc Charter

currently has no EL students enrolled.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

All textbooks and instructional materials used by students at the Modoc Charter School are selected from the California State Adopted List. Texts and instructional materials are chosen by students and their parents. Instruction is not necessarily Standards Aligned. Modoc Charter School holds students accountable for grade level content standards.

## VIII. School Finances

Modoc Charter School is a direct-funded charter, receiving revenues from the state of California and the federal government. We used Title I funds to provide targeted instruction for low-income students who need skills improvement in core subjects, particularly language arts and mathematics. State library funds were used to provide additional resources for our lending library. Restricted lottery funds were used to purchase additional state-adopted textbooks. Title II and Title V funds were used to increase the professional skills and knowledge of our teachers. Modoc Charter neither sought nor received any private, independent funding from other sources.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

Level	Total Expenditures Per Pupil	Mid Range Teacher Salary
School Site	\$6212	\$49218
District	N/A	\$50122
Percent Difference – School Site and District	N/A	0.98
State	N/A	\$54955
Percent Difference – School Site and State	N/A	0.89

### Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Direct Instruction through credentialed teachers, tutoring from teacher aides, computer access, counseling, special services, including nurse visitations and special education counseling through Modoc County Office of Education, library acquisitions, additional textbooks, professional development

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36067	\$36658
Mid-Range Teacher Salary	\$49218	\$53646

Average Principal Salary (Elementary)	\$69382	\$85019
Average Principal Salary (Middle)	\$70598	\$85660
Average Principal Salary (High)	\$72313	\$91134
Superintendent Salary	\$127088	\$110844
Percent of Budget for Teacher Salaries	30.9 %	35.2 %

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

### CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	38	39	40	42	43	43	42	43	46
Mathematics	24	18	23	34	30	30	40	40	43
Science	19	27	31	29	39	48	35	38	46
History-Social Science	13	13	24	27	28	37	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	0	9	*	*
Asian	82	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	31	18	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	39	22	32	24
Male	35	26	40	29
Female	45	19	23	18
Economically Disadvantaged	36	21	30	
English Learners				
Students with Disabilities	16	7	*	
Students Receiving Migrant Education Services	0	0	0	0

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this*

category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

### CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English			35.4			56.8			52.9
Mathematics			20.4			52.0			51.3

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	64.6	31.2	4.2	79.6	18.4	2.0
Male	70.8	20.8	8.3	70.8	25.0	4.2
Female	58.3	41.7	0.0	88.0	12.0	0.0
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	61.5	38.5	0.0	80.0	17.5	2.5
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	66.7	27.8	5.6	78.4	18.9	2.7
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

#### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	6	5	4
Similar Schools	9	9	6

- "N/A"** means a number is not applicable or not available due to missing data.
- "\*\*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
- "A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B"** 2530129
- "C"** means the school had significant demographic changes and will not have any growth or target information.
- "D"** means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E"** indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

#### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	10	-28	12	682
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	14	-47	15	687
Socioeconomically Disadvantaged	8	-11	-11	663
English Learners				
Students with Disabilities				

- "N/A"** means a number is not applicable or not available due to missing data.
- "\*\*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
- "A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B"** means the school did not have a valid 2007 Base API and will not have any growth or target information.

- "C" means the school had significant demographic changes and will not have any growth or target information.
- "D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

### AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

### Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

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

## California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](http://www.calstate.edu) Web site.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](http://www.dataquest.org) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)		1.0	5.2	1.3	0.6	4.1	3.1	3.5	4.4
Graduation Rate	93.1	95.2	88.4	86.0	93.2	89.3	85.0	83.0	79.5

### Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](http://www.cahsee.org) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	88.8 %	99.6 %	N/A

### Career Technical Education Programs (School Year 2007-08)

Modoc Charter School does not provide a Career Technical Education Program.

### Career Technical Education Participation (School Year 2007-08)

Modoc Charter School does not provide a Career Technical Education Program.

### Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](http://www.dataquest.org) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	96.4
Graduates Who Completed All Courses Required for UC/CSU Admission	8.2

## **XII. Instructional Planning and Scheduling**

### **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Modoc Charter School provides three days annually during the school year for professional development.

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