

# Mountain House Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Mountain House Elementary School
<b>Street</b>	3950 Mountain House Road
<b>City, State, Zip</b>	Byron, CA 94514
<b>Phone Number</b>	(209) 835-2283
<b>Principal</b>	Board of Trustees
<b>E-mail Address</b>	<a href="mailto:gcosta@mtnhouse.k12.ca.us">gcosta@mtnhouse.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.mtnhouse.k12.ca.us">www.mtnhouse.k12.ca.us</a>
<b>CDS Code</b>	01-61218-6001358

<b>District Contact Information</b>	
<b>District Name</b>	Mountain House Elementary School District
<b>Phone Number</b>	(209) 835-2283
<b>Superintendent</b>	Board of Trustees
<b>E-mail Address</b>	gcosta@mtnhouse.k12.ca.us
<b>Web Site</b>	www.mtnhouse.k12.ca.us

### School Description and Mission Statement (School Year 2016-17)

#### Statement of Philosophy

Mountain House's philosophy is based on the idea that the purpose of education is to provide a continuation of essential learning. It is our ultimate goal to supply each student with basic facts and experiences. These will aid our youth in becoming self-sufficient individuals mentally, physically, socially, and morally so that they can meet the demands of a rapidly changing society. It is essential to instill in each student the importance of individual worth and to create a positive self-image through the personal development of initiative, resourcefulness, and responsibility.

It is the intent of the faculty to lead students toward being disciplined, productive, informed, and fulfilled individuals. To achieve the ideals, mutual respect and understanding must be present in the learning process on the part of all participants--the faculty, students, and community.

#### Community & School Profile

Mountain House School is located in Eastern Alameda County, halfway between the towns of Livermore and Tracy. It is a rural ranching and farming community covering about 30 square miles. There is only one school in this unique small district, whose building has been there for over 100 years. The school was first founded in 1893.

The Mountain House School staff is composed of Board of Trustees and one full-time teachers. Support staff includes an administrative secretary, one part time special education instructional aide, one full time instructional /caterina aide, and a bus driver/maintenance worker. During the 2015/2016 school year, the school served 19 students in grades kindergarten through eighth.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	1
<b>Grade 1</b>	2
<b>Grade 2</b>	1
<b>Grade 3</b>	2
<b>Grade 4</b>	5
<b>Grade 5</b>	2
<b>Grade 6</b>	1
<b>Grade 7</b>	2
<b>Grade 8</b>	3
<b>Total Enrollment</b>	19

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

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	10.5
Asian	0
Filipino	0
Hispanic or Latino	42.1
Native Hawaiian or Pacific Islander	0
White	47.4
Two or More Races	0
Socioeconomically Disadvantaged	63.2
English Learners	42.1
Students with Disabilities	5.3
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	2	1	1	1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:** September 2015

Mountain House School held a Public Hearing on September 13, 2012, and determined that the school has sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. The State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The school does not have a Visual/Performing Arts program.

All textbooks and instructional materials used within the school are aligned with the California State Frameworks, State Board of Education, and district standards. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California’s Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; the goal is to replace textbooks at the rate of one subject area per year.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	4th-8th Houghton Mifflin - 2007 K-1 Open Court - 2007 2nd-3rd SRA/McGraw-Hill - 2007	Yes	0%
Mathematics	K-4 MacMillan McGraw Hill 2013 6th-8th McDougal Littell - 2009	Yes	0%
Science	K-1 Open Court - 2008 4th-8th Scott Foresman - 2008 2nd-3rd SRA/McGraw-Hill 2008	Yes	0%
History-Social Science	4th-8th Houghton Mifflin - 2007 K-1 Open Court - 2007 2nd-3rd SRA/McGraw-Hill	Yes	0%
Health	4th - 8th Macmillan / McGraw-Hill Health & Wellness - 2011	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**School Facilities**

Mountain House School, originally constructed in 1893 and remodeled in 1975, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of two classrooms, one modular with a computer lab, one playground, and a multipurpose room.

The chart displays the results of the most recent school facilities inspection.

**Cleaning Process**

Mountain House School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for Mountain House School. A summary of these standards is available at the district office for review. A joint effort between students and staff helps keep the campus clean and litter-free.

**Maintenance & Repair**

A scheduled maintenance program is administered by the school site custodial staff. The administrative secretary works daily with the custodian to develop cleaning schedules that ensure a clean and safe school. Additionally, an operations and maintenance program is administered by Mountain House School District to ensure proper care, protection, and improvement for all classrooms and facilities. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

**Deferred Maintenance Budget**

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the 2012-13 school year, Mountain House School did not participate in the deferred maintenance program due to the Tier III flexible provisions.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 01/21/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Mountain House Campus - Bottled water is provided for drinking.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 01/21/16				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy		38		38	44	48
Mathematics		8		8	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

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

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

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

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

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

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

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

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	--	--	--	--	--	--	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

#### Parent & Community Involvement

The School Board encourages parents to become an active partner in their child's education. Parents of Mountain House School support the school in the following ways:

- Volunteering in the classroom
- Monitoring the playground
- Chaperoning for field trips
- Assisting with activities
- Serving on the School Site Council

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.0	0.0	0.0	0.0	0.0	0.0	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

#### Safe School Plan

The safety of students is a priority of the school staff. Students are supervised throughout the day by teachers and instructional aides. There is a designated area for student drop-off and pick-up in front of the school. Visitors to the school must check in and out at the office.

Mountain House School's Site Safety Plan is revised each fall by the School Site Council, which consists of the School Board, teachers, classified staff, and parents. Key elements of the Safety Plan include student and staff safety, as well as disaster procedures. The staff members have copies of the plan, and any revisions are communicated annually. The plan was most recently updated and reviewed with school staff in August 2013.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills, including fire drills, earthquake drills, and intruder drills are conducted on a monthly basis throughout the school year. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement*</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	0
<b>Percent of Schools Currently in Program Improvement</b>	N/A	.0

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

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

Grade Level	2013-14			Avg. Class Size	2014-15			Avg. Class Size	2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
<b>K</b>	9	1												
<b>Other</b>				11	1			17	1					

Number of classes indicates how many classes fall into each size category (a range of total students per class).



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

Subject	2013-14			2014-15			2015-16					
	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												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	3.25	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$21,394	\$3,780	\$17,614	\$63,933
District	N/A	N/A	\$14,735	
Percent Difference: School Site and District	N/A	N/A	19.5	
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	210.3	4.8

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

### Types of Services Funded (Fiscal Year 2015-16)

Mountain House School receives state and federal categorical funding for the following categorical, special education, and support programs:

- NCLB Funding
- Teacher Quality
- Educator Effectiveness
- CA Clean Energy
- Rural Education Achievement Program (REAP)

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$41,085
Mid-Range Teacher Salary		\$59,415
Highest Teacher Salary		\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary		\$116,069
Percent of Budget for Teacher Salaries	27%	33%
Percent of Budget for Administrative Salaries	0%	7%

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

**Professional Development (Most Recent Three Years)**

The school offers three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

**Curriculum Development**

All curriculum development at Mountain House School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

The core curriculum for the Mountain House School District was developed through collaboration with teachers, parents, and support personnel from ACOE. The school's curriculum standards are updated regularly to align with the state frameworks, district goals, and the current needs of the school community.

To ensure that all students have equal access to the core curriculum, the district continually monitors the educational programs and makes modifications as needed.

**Counseling & Support Staff**

It is the goal of Mountain House School to assist students in their social and personal development as well as academics. The county provides qualified personnel to provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. There is currently no academic counselor at the school.

The chart illustrates the support services offered to all students at Mountain House School.

Services are provided to meet the individual needs of each student as identified through the Individual Educational Plan (IEP) process. Students that require special education receive services at the Livermore School District through the Tri-Valley SELPA. Students may participate in the before and after-school tutoring/Core Academics program offered at Mountain House Elementary.