

Mountain House Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mountain House Elementary School
Street	3950 Mountain House Road
City, State, Zip	Byron, CA 94514
Phone Number	(209) 835-2283
Principal	Board of Trustees
Email Address	gcosta@mtnhouse.k12.ca.us
Website	www.mtnhouse.k12.ca.us
County-District-School (CDS) Code	01-61218-6001358

Entity	Contact Information
District Name	Mountain House Elementary School District
Phone Number	(209) 835-2283
Superintendent	Board of Trustees
Email Address	gcosta@mtnhouse.k12.ca.us
Website	www.mtnhouse.k12.ca.us

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, three part time special education instructional aides. During the 2019-20 school year, the school will serve 15 students in grades kindergarten through eighth.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	1
Grade 1	4
Grade 2	0
Grade 3	1
Grade 4	3
Grade 5	2
Grade 6	1
Grade 7	4
Grade 8	1
Ungraded Elementary	N/A
Grade 9	N/A
Grade 10	N/A
Grade 11	N/A
Grade 12	N/A
Ungraded Secondary	N/A
Total Enrollment	17

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	5.9
Asian	0
Filipino	0
Hispanic or Latino	41.2
Native Hawaiian or Pacific Islander	23.5
White	23.5
Two or More Races	5.9
Socioeconomically Disadvantaged	64.7
English Learners	35.3
Students with Disabilities	11.8
Foster Youth	0
Homeless	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	1	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	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Mountain House School held a Public Hearing on September 9-14-17, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	4th-8th Houghton Mifflin - 2007 K-1 Open Court - 2016 2nd-3rd SRA/McGraw-Hill - 2016 K-8th Scholastic My Weekly Reader - Date: Current School Year	Yes	0%
Mathematics	K-4 Houghton Mifflin Hartcourt 2015 6th-8th Houghton Mifflin Hartcourt 2015	Yes	0%
Science	K-1 Evan - Moor 2010 4th-8th Moor 2010 2nd-3rd Moor 2010 K-8th Scholastic My Weekly Reader - Date: Current School Year	Yes	0%
History-Social Science	4th-8th Studies Weekly 2016 K-1 Studies Weekly 2016 2nd-3rd Studies Weekly 2016 K-8th Scholastic My Weekly Reader - Date: Current School Year	Yes	0%
Foreign Language	N/A		0%
Health	4th - 8th Macmillan / McGraw-Hill Health & Wellness - 2011 K-8th Scholastic My Weekly Reader - Date: Current School Year	Yes	0%
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 Contractor. The administrative secretary works daily with the contractor 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10-22-19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Mountain House Campus - Bottled water is provided for drinking.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	46	25	46	25	50	50
Mathematics (grades 3-8 and 11)	8	8	8	8	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	13	12	92.31	7.69	25.00
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	11	10	90.91	9.09	20.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	13	12	92.31	7.69	8.33
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	11	10	90.91	9.09	10.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	100	0	0
7	100	100	100
9	N/A	N/A	N/A

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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
- LCAP Parent Survey
- Parent / community breakfast with students

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 2017.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
Other**	8	1			20	1			11	1		

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	N/A
Psychologist	N/A
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	N/A
Resource Specialist (non-teaching)	N/A
Other	N/A

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$28,513	\$8,812	\$19,701	\$62,434
District	N/A	N/A	\$19,701	\$62,434
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	89.6	-3.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

- ESSA Funding
- Teacher Quality
- Special Education
- Special Education Mental Health
- EPA
- Lottery
- Rural Education Achievement Program (REAP)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$62,434	\$45,252
Mid-Range Teacher Salary	\$62,434	\$65,210
Highest Teacher Salary	\$62,434	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$0
Superintendent Salary	\$0	\$124,686
Percent of Budget for Teacher Salaries	15%	31%
Percent of Budget for Administrative Salaries	0%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3

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.