

Mountain Home School Charter

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Mountain Home School Charter
Street	
City, State, Zip	Oakhurst, CA 93644
Phone Number	559-642-1422
Principal	Mindy Klang
E-mail Address	
Web Site	mountainhomecharter.org
Grades Served	K-8
CDS Code	20-76414-6110076

District Contact Information	
District Name	Yosemite Unified School District
Phone Number	559-683-8801
Superintendent	James Sargent
E-mail Address	
Web Site	yosemiteusd.com

School Description and Mission Statement (Most Recent Year)

Mountain Home Charter School is a Personalized Learning school helping parents educate their children primarily in the home. The vision of Mountain Home Charter School is to create a rigorous, dynamic and accountable learning community that is built upon voluntary association, personalized student learning, high academic standards for all students and parent leadership. Mountain Home Charter School will accomplish these four complementary goals by providing all students and parents with: personal, experienced teacher guidance and support; powerful and proven instruction; ongoing, multiple modality assessments; and a large and growing inventory of high quality, standards aligned instructional resources that offer both breadth and depth in curriculum and auxiliary materials.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	17
Grade 1	23
Grade 2	26
Grade 3	16
Grade 4	14
Grade 5	24
Grade 6	14
Grade 7	23
Grade 8	27
Total Enrollment	184

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
American Indian or Alaska Native	1.6
Filipino	1.1
Hispanic or Latino	17.4
White	79.9
Socioeconomically Disadvantaged	29.3
Students with Disabilities	6.5

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	9	9	13	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	97.5	2.5
High-Poverty Schools in District	97.9	2.1
Low-Poverty Schools in District	97.3	2.7

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 2015-16)

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Strategies for Writers - 2013 and Spotlight on Literacy	No	0
Mathematics	Carnegie Learning and Math in Focus	Yes	0
Science	Harcourt and Holt	Yes	0
History-Social Science	California Vistas and Prentice Hall	Yes	0
Foreign Language	Rosetta Stone	No	

School Facility Conditions and Planned Improvements (Most Recent Year)

Mountain Home Charter a beautiful 8,500 square foot school facility. In addition Glacier has 3 modular classrooms. We are served by a full-time maintenance/ custodian and the building and grounds are kept in excellent condition. The school's maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The facility is comfortable and efficiently usable. We installed a new roof on the building in July of 2-14. We also put in a beautiful stained concrete floor in about 1/3 of the building.

According to the most recent site inspection, the school's grounds, buildings, and restrooms are in good repair.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			All carpets steam cleaned twice a year.
Electrical: Electrical	X			All wall outlets replaced 2014.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			New toilets installed 2013 and new sinks installed 2015.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof replaced 2014.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected:				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	53	45	44
Mathematics	32	33	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	17	14	82.4	43	14	21	21
	4	14	13	92.9	46	23	23	8
	5	23	16	69.6	6	31	44	19
	6	16	12	75.0	33	33	25	8
	7	24	23	95.8	4	35	39	22
	8	27	21	77.8	10	24	52	14
Male	3		7	41.2	--	--	--	--
	4		6	42.9	--	--	--	--
	5		6	26.1	--	--	--	--
	6		8	50.0	--	--	--	--
	7		7	29.2	--	--	--	--
	8		5	18.5	--	--	--	--
Female	3		7	41.2	--	--	--	--
	4		7	50.0	--	--	--	--
	5		10	43.5	--	--	--	--
	6		4	25.0	--	--	--	--
	7		16	66.7	6	31	38	25
	8		16	59.3	13	13	63	13
American Indian or Alaska Native	4		0	0.0	--	--	--	--
	8		1	3.7	--	--	--	--
Filipino	5		1	4.3	--	--	--	--
	7		1	4.2	--	--	--	--
Hispanic or Latino	3		1	5.9	--	--	--	--
	4		1	7.1	--	--	--	--
	5		2	8.7	--	--	--	--
	6		2	12.5	--	--	--	--
	7		5	20.8	--	--	--	--
	8		3	11.1	--	--	--	--
White	3		13	76.5	38	15	23	23

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		12	85.7	50	17	25	8
	5		13	56.5	8	38	38	15
	6		10	62.5	--	--	--	--
	7		17	70.8	6	35	35	24
	8		17	63.0	12	24	47	18
Socioeconomically Disadvantaged	3		6	35.3	--	--	--	--
	4		6	42.9	--	--	--	--
	5		4	17.4	--	--	--	--
	6		4	25.0	--	--	--	--
	7		5	20.8	--	--	--	--
	8		5	18.5	--	--	--	--
Students with Disabilities	3		1	5.9	--	--	--	--
	4		0	0.0	--	--	--	--
	5		1	4.3	--	--	--	--
	7		1	4.2	--	--	--	--
	8		1	3.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	3	17	14	82.4	43	36	14	7
	4	14	13	92.9	31	31	38	0
	5	23	16	69.6	38	19	31	13
	6	16	12	75.0	50	25	17	8
	7	24	23	95.8	39	22	26	13
	8	27	21	77.8	43	33	10	14
Male	3		7	41.2	--	--	--	--
	4		6	42.9	--	--	--	--
	5		6	26.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	6		8	50.0	--	--	--	--
	7		7	29.2	--	--	--	--
	8		5	18.5	--	--	--	--
Female	3		7	41.2	--	--	--	--
	4		7	50.0	--	--	--	--
	5		10	43.5	--	--	--	--
	6		4	25.0	--	--	--	--
	7		16	66.7	44	25	19	13
	8		16	59.3	50	31	6	13
American Indian or Alaska Native	4		0	0.0	--	--	--	--
	8		1	3.7	--	--	--	--
Filipino	5		1	4.3	--	--	--	--
	7		1	4.2	--	--	--	--
Hispanic or Latino	3		1	5.9	--	--	--	--
	4		1	7.1	--	--	--	--
	5		2	8.7	--	--	--	--
	6		2	12.5	--	--	--	--
	7		5	20.8	--	--	--	--
	8		3	11.1	--	--	--	--
White	3		13	76.5	46	31	15	8
	4		12	85.7	25	33	42	0
	5		13	56.5	38	23	31	8
	6		10	62.5	--	--	--	--
	7		17	70.8	41	24	29	6
	8		17	63.0	47	29	6	18
Socioeconomically Disadvantaged	3		6	35.3	--	--	--	--
	4		6	42.9	--	--	--	--
	5		4	17.4	--	--	--	--
	6		4	25.0	--	--	--	--
	7		5	20.8	--	--	--	--
	8		5	18.5	--	--	--	--
Students with Disabilities	3		1	5.9	--	--	--	--
	4		0	0.0	--	--	--	--
	5		1	4.3	--	--	--	--
	7		1	4.2	--	--	--	--
	8		1	3.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	66	67	61	63	56	54	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	54
All Student at the School	61
Male	--
Female	48
American Indian or Alaska Native	--
Filipino	--
Hispanic or Latino	--
White	53
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.80	38.10	19.00
7	21.70	21.70	17.40

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 (Most Recent Year)

As a home-based charter school, there are numerous opportunities for parental involvement and it is highly encouraged. Parents are partners with the school staff in their children's education, they chaperone field trips, assist in the classroom and constantly monitor their child's educational progress on a daily basis as well as serve in important leadership roles.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.00	6.06	5.88	5.35	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.25	0.13	0.05	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Please refer to Yosemite Unified School District's School Safety plan.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate: English-Language Arts	No	Yes	Yes
Met Participation Rate: Mathematics	No	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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+
K									20	3	4	

Note: 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	2012-13				2013-14				2014-15			
	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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.2	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	.5	N/A
Other		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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,268	\$316	\$6,951	\$62,658
District	N/A	N/A		\$65,167
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,394	\$40,379
Mid-Range Teacher Salary	\$56,869	\$62,323
Highest Teacher Salary	\$77,168	\$81,127
Average Principal Salary (Elementary)	\$96,193	\$99,192
Average Principal Salary (Middle)		\$91,287
Average Principal Salary (High)	\$101,672	\$112,088
Superintendent Salary	\$151,250	\$159,821
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	6%

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)

All staff plans and participates in school site based staff development. Professional development is designed with a focused approach to help all students achieve proficiency in subject content. Professional development activities are encouraged and supported for all staff, certificated and classified. Instructional staff collaborate regularly in the development, improvement and implementation of curriculum and instruction.

The complete overhaul of California content standards moving to the Common Core has refocused Mountain Home School's professional development priorities. Mountain Home is integrating the Common Core framework into our curricular and instructional practice. Our goal is to continue to offer our broad based curricular choices students and parents while additionally offering Common Core aligned opportunities as well. The focus for Mountain Home School professional development is to become proficient in this new instructional methodology and to create curriculum and instruction that supports this model.

Additionally, instructional staff participate in many targeted opportunities throughout the year for the purpose of further training in their instructional area. In order to network with other charter schools, to share best practices and keep abreast of charter legislation, attend numerous meetings, workshops, and conferences throughout the year. Professional development activities extend to our support staff.