

Sky Mountain Charter School

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Cynthia Rachel

Principal, Sky Mountain Charter School

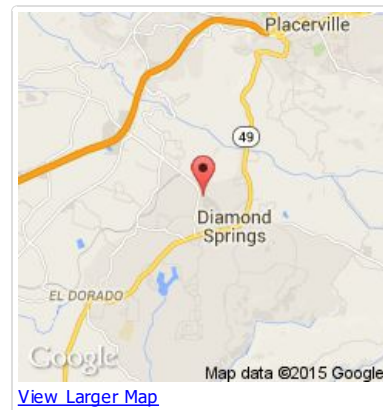
About Our School

Sky Mountain Charter School is parent driven school, that values the philosophy of individualized education with a focus on families' educational philosophies and students' learning styles. We are dedicated to our guiding principals and mission statement; administration, teachers, staff, families, and students work collaboratively to ensure positive and productive learning experiences. We continuously seek to achieve excellence while focusing on our educational vision and philosophy by setting goals, providing teacher trainings/workshops, maintaining parent and teacher communication portals, seeking and implementing feedback, offering extensive curriculum choices, and continuously implementing innovative educational outlets to promote life-long learning opportunities. Sky Mountain received a 6 year WASC accreditation in 2012. I am honored to represent Sky Mountain Charter School and the philosophy of parent driven education.

Contact

4535 Missouri Flat Rd., Ste. 1A
Placerville, CA
95667

Phone: 530-295-3566
E-mail: crachel@eminc.org



About This School

Contact Information - Most Recent Year

School	
School Name	Sky Mountain Charter School
Street	4535 Missouri Flat Rd., Ste. 1A
City, State, Zip	Placerville, Ca, 95667
Phone Number	530-295-3566
Principal	Cynthia Rachel
E-mail Address	crachel@ieminc.org
Web Site	www.skymountaincs.org
County-District-School (CDS) Code	36750510115089

District	
District Name	Lucerne Valley Unified
Phone Number	(760) 248-6108
Web Site	http://www.lvsd.k12.ca.us
Superintendent First Name	Suzette
Superintendent Last Name	Davis
E-mail Address	suzette_davis@lvsd.k12.ca.us

Last updated: 1/20/2015

School Description and Mission Statement (Most Recent Year)

About Sky Mountain Charter:

Sky Mountain Charter School (SMCS) opened in the fall of the 2007/2008 school year. Sky Mountain values the role of the parent in the education of their children. SMCS believes in programs that offer individual learning plans for each student, and takes pride in modeling these principles. SMCS is an independent Charter School sponsored by the Lucerne Valley School District in San Bernardino County. SMCS Educational Specialists (ESs) work closely with the families to serve the assigned student's educational needs as determined by a written student agreement between the parent and the ES. The parent and ES work together toward student accomplishment and completion toward individual growth and state standards. They also work diligently to meet the major deadlines on the yearly paperwork timetable, as well as the paperwork deadlines for each student. ESs serve their share of required proctor duties each school year, and attend required professional growth trainings. Every ES must possess and maintain a valid teaching credential for every day they serve a student. Sky Mountain Charter School was granted WASC accreditation in 2008 and the school received a six year renewal in 2012.

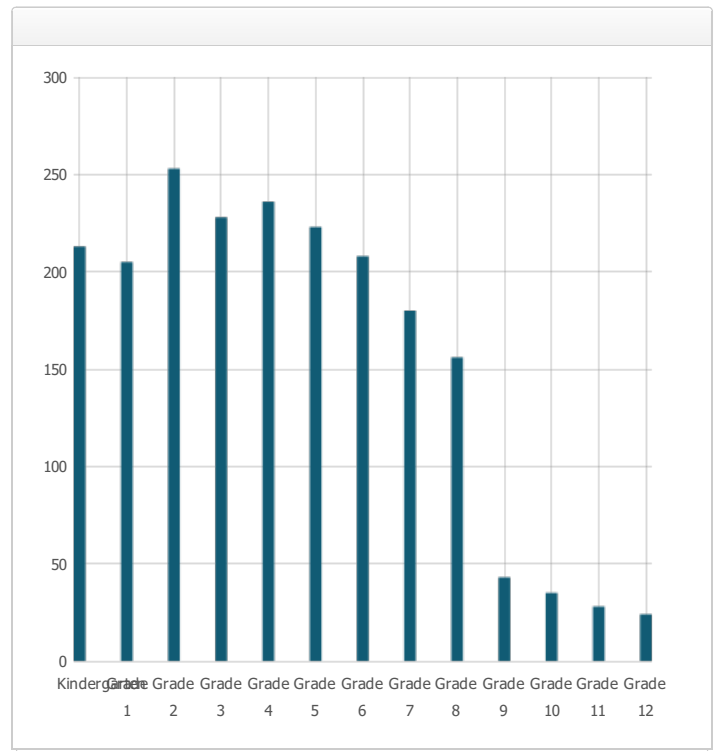
Mission Statement:

We believe in educating each of our students for the 21st century by providing individualized learning opportunities that incorporate parental participation, choice and involvement in curricula offered in personalized learning environments.

Last updated: 12/10/2014

Student Enrollment by Grade Level (School Year 2013-14)

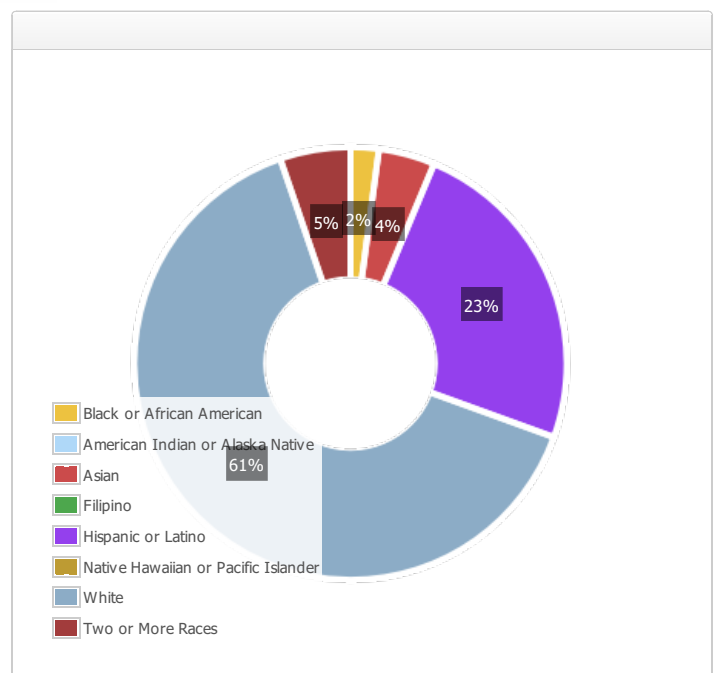
Grade Level	Number of Students
Kindergarten	213
Grade 1	205
Grade 2	253
Grade 3	228
Grade 4	236
Grade 5	223
Grade 6	208
Grade 7	180
Grade 8	156
Grade 9	43
Grade 10	35
Grade 11	28
Grade 12	24
Total Enrollment	2032



Last updated: 12/10/2014

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.9
Asian	4.1
Filipino	0.8
Hispanic or Latino	23.1
Native Hawaiian or Pacific Islander	0.1
White	61.5
Two or More Races	5.1
Socioeconomically Disadvantaged	32.3
English Learners	0.6
Students with Disabilities	5.5



Last updated: 12/10/2014

A. Conditions of Learning

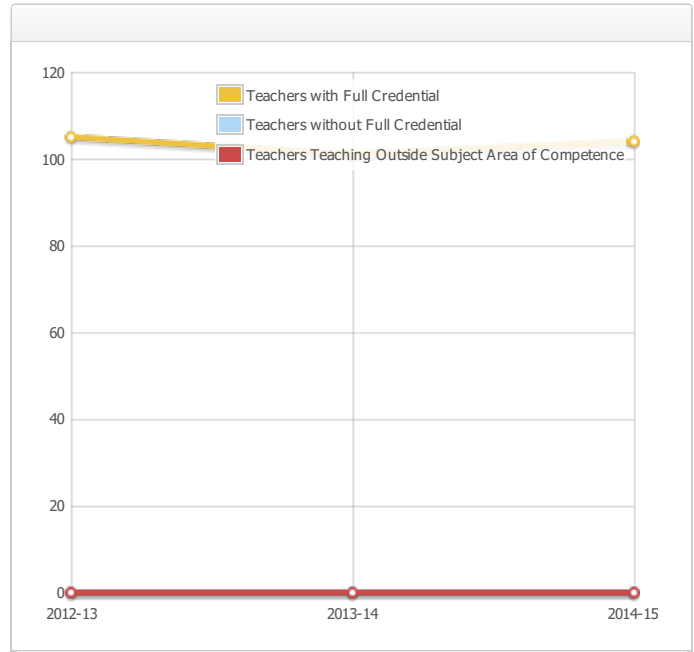
State Priority: Basic

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

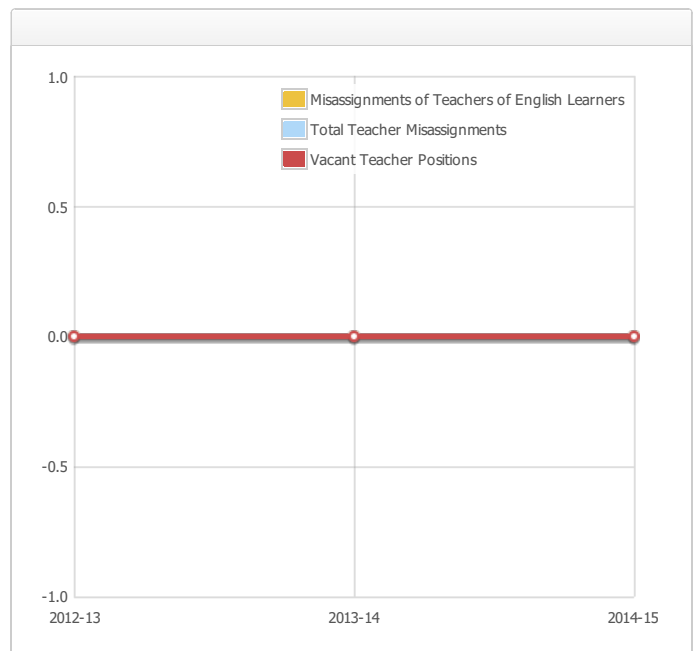
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	105	101	104	41
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3



Last updated: 12/17/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Last updated: 12/10/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	95	5
High-Poverty Schools in District	86	14
Low-Poverty Schools in District	100	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.

Last updated: 12/10/2014

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	New textbooks and materials available each year for each student.		0.0
Mathematics	New textbooks and materials available each year for each student.		0.0
Science	New textbooks and materials available each year for each student.		0.0
History-Social Science	New textbooks and materials available each year for each student.		0.0
Foreign Language	New textbooks and materials available each year for each student.		0.0
Health	New textbooks and materials available each year for each student.		0.0
Visual and Performing Arts	New textbooks and materials available each year for each student.		0.0
Science Laboratory Equipment (grades 9-12)	New textbooks and materials available each year for each student.		0.0

Last updated: 12/10/2014

School Facility Conditions and Planned Improvements - Most Recent Year

N/A-SMCS is a non-site based Independent Study School.

Last updated: 1/23/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	55	55	63	50	53	59	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 12/10/2014

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	59
All Students at the School	63
Male	70
Female	58
Black or African American	
American Indian or Alaska Native	
Asian	77
Filipino	
Hispanic or Latino	49
Native Hawaiian or Pacific Islander	
White	67
Two or More Races	56
Socioeconomically Disadvantaged	54
English Learners	
Students with Disabilities	30
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 12/10/2014

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	57%	61%	61%	49%	54%	54%	54%	56%	55%
Mathematics	37%	40%	42%	36%	38%	39%	49%	50%	50%
History-Social Science	48%	55%	53%	43%	50%	51%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 12/10/2014

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	3	4	4
Similar Schools	1	1	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 12/10/2014

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	23	12	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	19	-12	2
Native Hawaiian or Pacific Islander			
White	21	18	1
Two or More Races			
Socioeconomically Disadvantaged	34	-19	4
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 12/10/2014

Career Technical Education Programs (School Year 2013-14)

N/A Sky Mountain Charter operates as an independent study school

Last updated: 1/23/2015

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	3.5
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	24.0

State Priority: Other Pupil Outcomes

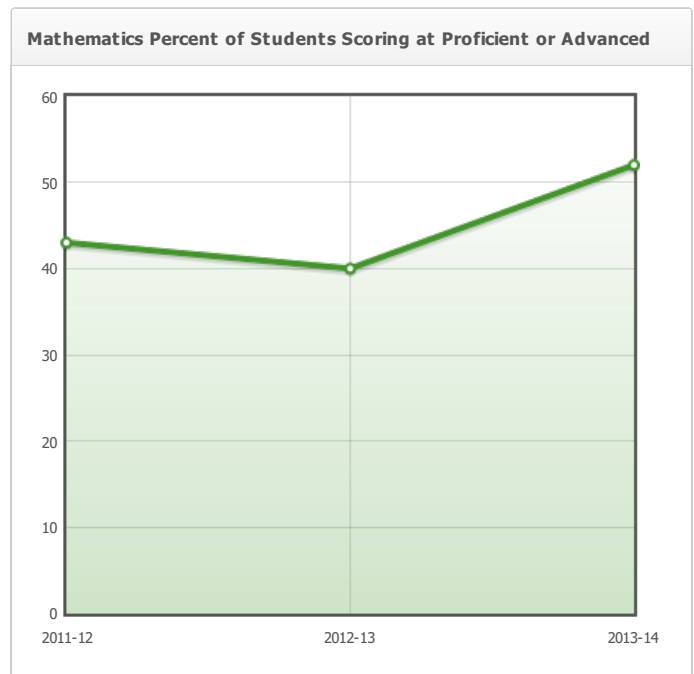
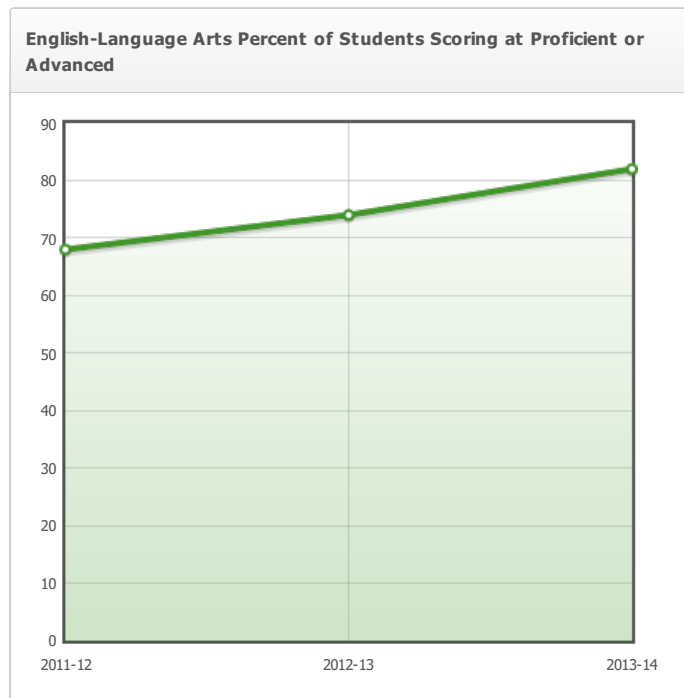
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	68%	74%	82%	49%	65%	54%	56%	57%	56%
Mathematics	43%	40%	52%	35%	50%	47%	58%	60%	62%

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.



California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if**applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	46%	21%	32%	53%	39%	8%
All Students at the School	18%	27%	55%	48%	45%	6%
Male	21%	29%	50%	43%	50%	7%
Female	16%	26%	58%	53%	42%	5%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	23%	27%	50%	45%	45%	9%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	9%	27%	64%	45%	55%	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

Last updated: 12/10/2014

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.0%	26.2%	41.9%
7	14.9%	27.6%	36.2%
9	15.8%	23.7%	47.4%

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.

Last updated: 12/10/2014

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

SMCS parents receive emails from a parent listserv that provides resources such as classes in our various geographic areas, college scholarship opportunities and deadlines, and Group Educational Activities (GEAs). On a GEA students go to local museums, zoos, aquariums...etc. Students have the opportunity to learn cooperatively in a hands-on environment and complete pre and post learning activities that coincide with the activity.

SMCS parents and ESs work together to select vendors that provide physical education classes (such as dance lessons, nutrition classes, swimming lessons... etc.). They also work together to select vendors who will provide group learning experiences such as small group tutoring or classes, music, art, and core subject classes.

Parents participate with the credentialed teacher in the development of the student's educational plan, initially and on an ongoing basis. Parents meet face to face with their Education Specialists at least once every 20 school days to review and document attendance and the student learning that occurs during that learning period.

SMCS Parent Council members meet via teleconference a minimum of twice per year. The parents are elected to the council and serve as a member for a two year term. Each member of the Parent Council is involved with decisions about the school and its policies. Parent Council members serve on a subcommittee to promote school and student needs. The role of the parent council member is to:

- Uphold the mission of the school
- Serve for a 2 year term
- Be a parent of a SMCS student
- Monitor school's performance
- Monitor own performance
- Make suggestions to improve school
- Attend 2 teleconference meetings per year and any special meetings that arise
- Serve on a subcommittee
- Be involved in the WASC accreditation process
- Do not have a personal agenda
- Be positive!

All parents with children enrolled in SMCS have the opportunity to volunteer their time to a council sub-committee.

State Priority: Pupil Engagement

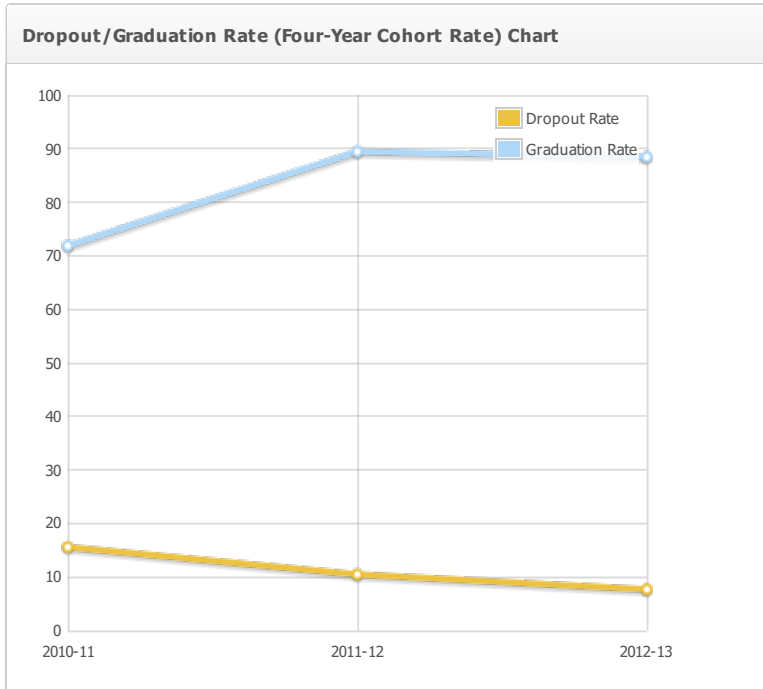
Last updated: 1/23/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	15.6	10.5	7.7	10.9	11.5	19.7	14.7	13.1	11.4
Graduation Rate	71.88	89.47	88.46	78.26	72.13	68.42	77.14	78.87	80.44



Last updated: 12/10/2014

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	104	92	84
Black or African American		66	75
American Indian or Alaska Native			77
Asian		100	92
Filipino			92
Hispanic or Latino	100	94	80
Native Hawaiian or Pacific Islander			84
White	113	93	90
Two or More Races			89
Socioeconomically Disadvantaged	108	86	82
English Learners		100	53
Students with Disabilities	100	87	60

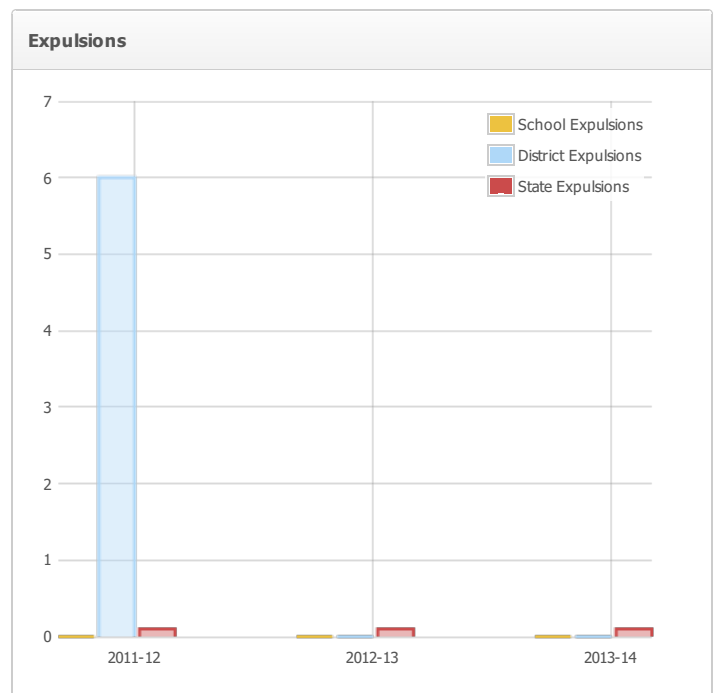
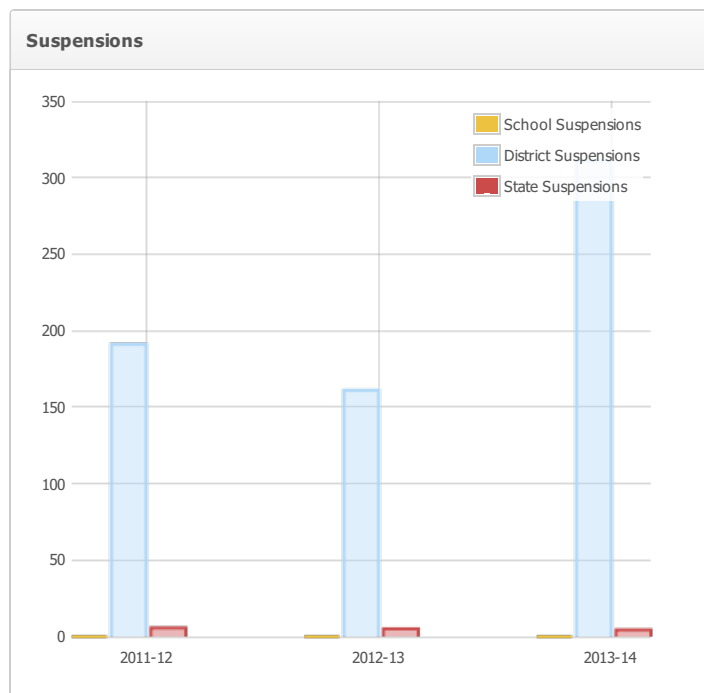
State Priority: School Climate

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	191.00	161.00	311.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	6.00	0.00	0.00	0.10	0.10	0.10



Last updated: 12/17/2014

School Safety Plan - Most Recent Year

N/A-SMCS has no school owned facilities where students attend, as we are independent study, and do not operate any school learning centers.

Last updated: 12/10/2014

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 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	N/A	N/A

Last updated: 12/16/2014

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 12/10/2014

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	448.8
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0.0	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.

Last updated: 1/23/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5,707	\$00	\$5,707	\$52,491
District	N/A	N/A	\$10,836	\$58,764
Percent Difference – School Site and District	N/A	N/A	62.00%	11.00%
State	N/A	N/A	\$4,690	\$57,912
Percent Difference – School Site and State	N/A	N/A	19.00%	9.00%

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

Last updated: 1/7/2015

Types of Services Funded (Fiscal Year 2013-14)

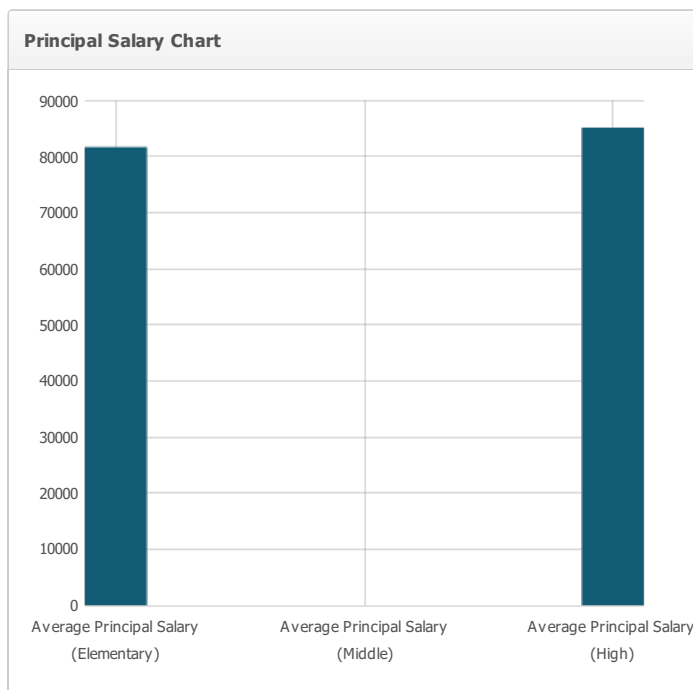
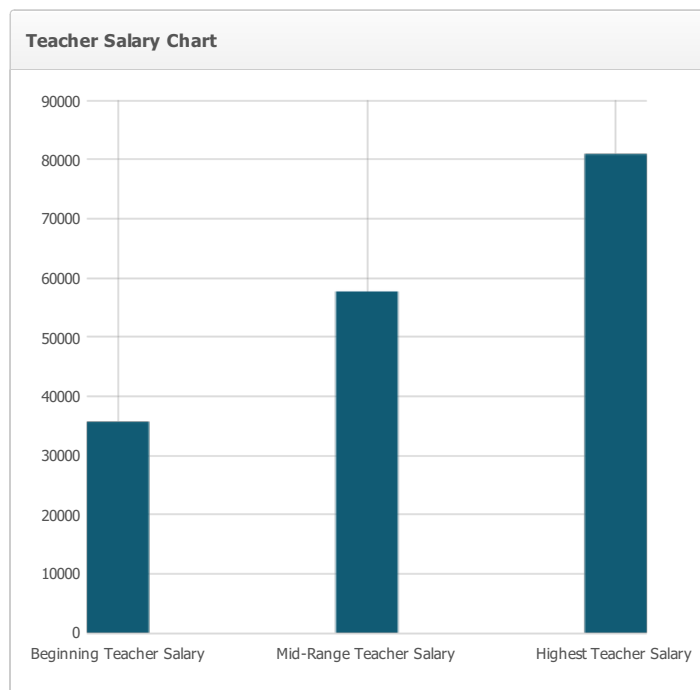
Students are assessed with a local assessment twice per year. Students scoring two or more grade levels below their current grade level on any standard, are eligible for intervention curriculum and classes. Our students and their teachers have different print and online curriculum to choose from. Our intervention students also take online classes with an online tutor, focusing on ELA or Math standards. Our high school intervention students receive weekly tutoring on CAHSEE content and strategies.

Last updated: 1/20/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,671	\$38,152
Mid-Range Teacher Salary	\$57,679	\$55,573
Highest Teacher Salary	\$80,900	\$71,908
Average Principal Salary (Elementary)	\$81,628	\$87,660
Average Principal Salary (Middle)	\$0	\$92,424
Average Principal Salary (High)	\$85,099	\$93,606
Superintendent Salary	\$105,583	\$116,538
Percent of Budget for Teacher Salaries	30.0%	34.0%
Percent of Budget for Administrative Salaries	5.0%	7.0%

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



Last updated: 12/10/2014

Professional Development – Most Recent Three Years

New Educational Specialists (ESs) are guided through an initial training process which covers all aspects of the job including administrative reporting and procedures, educational philosophies, all assessments required of students, and how to select curriculum that fits individual needs of their students. The ESs demonstrate their knowledge and understanding of these topics by completing training tests within the required time, and by passing those tests with 100% accuracy. The ES also attends in person trainings, individual one-on-one trainings with their advisor and observes veteran ESs at learning record meetings.

An advisor is assigned to each Educational Specialist to interact with them as a mentor and supervisor. The advisor explains the procedures and requirements in further detail, oversees their paperwork, and ensures that they are following set policies and procedures correctly.

Education Specialists attend required monthly professional development meetings with other ESs in their geographical area. Each meeting has a set agenda that informs the ESs of important information, reviews procedures and policies, new and current curriculum choices, teaching strategies and techniques, high school training, and conflict resolution strategies. The agenda also allows for networking time amongst the group on a variety of topics and procedures. There are two all day professional development days that are required for the ES to attend where further trainings on various aspects of the job are presented. Additional trainings are provided that are specific to policies, procedures, curriculum, and high school issues which are presented over a web based media.

Last updated: 1/20/2015