

Mountain Lakes High School--Toyon Learning Center
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Mountain Lakes High School--Toyon Learning Center
Street	17752 Shasta Dam Blvd.
City, State, Zip	Shasta Lake, CA 96019
Phone Number	(530) 275-7000
Principal	Jessica Libbee
Email Address	jlibbee@gwusd.org
Website	http://mlhs.gwusd.org/
County-District-School (CDS) Code	45-75267-4530077

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Gateway Unified School District
Phone Number	(530) 245-7908
Superintendent	James M. Harrell
Email Address	jharrell@gwusd.org
Website	www.gateway-schools.org

School Description and Mission Statement (School Year 2020-2021)

Mountain Lakes High School (MLHS) serves the alternative education needs of students 16 years of age and older within the Gateway Unified School District.

Philosophy: We believe that in order to become productive citizens, our students need to have a strong foundation of knowledge and skills, need to demonstrate personal and social responsibility, must become competent problem solvers, and will need to develop a strong sense of self-worth. The Mountain Lakes High School staff is committed to helping students acquire these skills and traits, and we have adopted them as “Expected Schoolwide Learning Outcomes.”

Mission Statement: At Mountain Lakes High School, our educational programs are predicated on the belief that each student is a unique individual with the potential to become an informed, responsible, productive and fulfilled citizen.

The staff at MLHS is dedicated to helping students find success inside and outside the classroom. All faculty members are highly qualified in their subject areas and are committed to an ongoing effort to constantly improve their craft. Curriculum in core academic areas is standards-based and materials/textbooks are the same as those used in the comprehensive high school. Teachers and administrators regularly review research-based articles, hold Professional Learning Community (PLC) and faculty meetings, and participate in meaningful professional development opportunities throughout the year, in an effort to remain abreast of best practices and to refine teaching strategies.

Though academic achievement is a priority, the students, parents, community members, and MLHS staff recognize that it is not alone sufficient to guarantee success in the 21st century. Accordingly, this group of shareholders has developed a set of four Expected School-wide Learning Outcomes that transcend academics. These outcomes: knowledge/skills, resiliency/perseverance, problem-solving, and personal responsibility are consistently reinforced in the courses, programs, and activities at MLHS and serve as a constant reminder of our learning goals. These, along with an emphasis on Career and College readiness, help our students to be prepared for the world of work or higher education.

The staff at MLHS understands that many of our students face issues outside the classroom that can seriously impede learning and personal growth. Accordingly, the faculty meets regularly to review the progress of students and to discuss issues that may be adversely affecting them. This kind of commitment from the entire school staff has been instrumental in helping a high percentage of students to meet graduation requirements.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 10	6
Grade 11	14
Grade 12	27
Total Enrollment	47

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	10.6
Asian	4.3
Hispanic or Latino	14.9
White	66
Two or More Races	2.1
Socioeconomically Disadvantaged	72.3
Students with Disabilities	17
Foster Youth	2.1
Homeless	8.5

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	4.40	2.8	3.4	113.3
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	.60	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

Mountain Lakes High School follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle.

Mountain Lakes High School's student library houses a wide variety of high-interest educational and recreational books. The library also contains a large collection of multimedia resources for classroom use. Computer resources within the library are connected to the internet so that students are able to access resources and information online. All students are assigned their own chromebook.

All classrooms at Mountain Lakes High School are connected to the internet. Odysseyware, Newsela, Reading Plus, and ALEKS programs help to develop critical thinking skills, technological skills, and multi-discipline academic proficiency. Fine art classes are offered to the students at Mountain Lakes High School.

Gateway Unified School District (GUSD) held a public hearing in the beginning of the year and determined that each school within GUSD has sufficient and good quality textbooks, instructional materials, or science lab equipment 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. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall (10-12) Adoption Year 2002 Literature--Platinum School to Work Writer's Inc. Houghton Mifflin Co. (10-12) Adoption Year 2006	Yes	0.0%
Mathematics	Core Connections CPM Integrated 1 Adoption Year 2014 (10-12) Core Connections CPM Integrated 2 Adoption year 2014 (10-12) College Preparatory Mathematics Educational Program (Integrated I, II, & III) Adoption Year 2014	Yes	0.0%
Science	Glencoe McGraw Hill Adoption Year 2014 Earth Science (10-12) Globe Fearon Concepts and Challenges in Physical Science (10-12) Adoption Year: 2014 Glencoe McGraw Hill Biology (10-12) Adoption Year: 2014 Pearson Prentice Hall Conceptual Physics (10-12) Adoption Year: 2014	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Pearson Prentice Hall The Modern World (10-12) Adoption Year 2014 McDougal Littell (10-12) The American's Adoption Year 2003 Prentice Hall Magruder's (10-12) American Government Adoption Year 2003 Glencoe McGraw Hill Economics Principal's and Practices (10-12) Adoption Year 2014	Yes	0.0%

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

School Facility Conditions and Planned Improvements

Mountain Lakes High School is housed at the District's Toyon Learning Center. The school shares this facility with the Gateway Community Day School.

This former elementary school site was completely modernized during the 2003-04 school year. Renovations included classrooms, school office, and media center along with a new roof and heating/central air unit. The plumbing, electrical, and technology infrastructure was also updated.

District administration and the Board of Trustees have placed a great emphasis on campus safety and security, as evidenced by the installation of seven new security cameras and enhanced LED lighting.

A campus supervisor monitors students throughout the day and during lunchtime. All visitors must sign in at the principal's office and receive proper authorization to be at the school.

Maintenance and Repair: The school site custodial staff administers a scheduled maintenance program. The principal works daily with the custodial staff to develop cleaning schedules that ensure a clean and safe school.

Additionally, an operations and maintenance program is administered by GUSD to ensure proper care, protection, and improvement for all classrooms and facilities. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process: Mountain Lakes High School provides a safe, clean environment for students, staff, and volunteers. The District governing board has adopted cleaning standards for all schools in the District. 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.

The District participates in the State School Deferred Maintenance Program, which 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.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

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	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
Overall Rating	Good	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	0	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	30	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	0	N/A	19	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

The District participates in the Shasta County Regional Occupational Program (ROP), offering our students the opportunity to work, gain experience, and earn credits toward graduation.

Career Technical Education (CTE) program courses are organized in sequences designed to offer students opportunities to prepare for post-secondary employment; included are courses in ROP, agriculture, business and technology, and industrial arts.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	97.87
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

At Mountain Lakes High School we use a variety of strategies to connect with our parents and community. We mail home regular session newsletters which are posted on our web-site, as well as personal invitations to our Open House and Back to School nights. We offer refreshments at these events to encourage attendance. The school maintains an excellent web-site, which provides information regarding graduation requirements, school rules, student support programs, educational options, financial aid, and school activities. Further, parents have access to information regarding their student's academic progress, and attendance, through the Aeries program. Parents participate in regular Site Council Meetings, and community members join with parents, staff, and students in stakeholders meetings. When academic, attendance, and/or behavioral issues are identified, Student Study Team or SART meetings are routinely held, with parents, students, counselor, and teacher(s), to develop a plan for improving student behavior, attendance or academic progress.

MLHS students volunteer for community service with the City of Shasta Lake, local elementary schools, The Blood Source, and many other organizations. Parents who wish to participate in Mountain Lakes High School's leadership teams, school committees, school activities, or become a volunteer may contact Jessica Libbee, Principal, at the school's office at (530) 275-7000, by email at jlibblee@gwusd.org, or visit the school's website at <http://mlhs.gwusd.org>.

State Priority: Pupil Engagement

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

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

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

Indicator	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
Dropout Rate	40	26.5	35.7	13.3	12.7	10.1	9.1	9.6	9
Graduation Rate	52	61.8	60.7	82.6	80.4	87.5	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	28.2	28.6	8.6	8.6	3.5	3.5
Expulsions	1.2	0.0	0.3	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Mountain Lakes High School's School Safety Plan is revised annually each fall and covers various safety issues including campus supervision, disaster kits, and emergency procedures. The Safety Plan was last reviewed and discussed with staff in November 2020 and School Site Council in December 2020. Key elements include maintaining a safe and orderly campus and environment that is conducive to learning. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Fire drills are held monthly and earthquake, and lockdown drills are each held twice a year.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	10	6			8	5						
Mathematics	9	4			8	4			15	2		
Science	11	3							6	4		
Social Science	8	8			9	5			10	6		

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	47

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22,102	\$2,434	\$19,669	\$75,556
District	N/A	N/A	\$6,996	\$66,881
Percent Difference - School Site and District	N/A	N/A	95.1	12.2
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	86.9	-0.2

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

Types of Services Funded (Fiscal Year 2019-2020)

School sites that receive Title I funding provide instructional coaching support for improvements in classroom instruction. These funds are also used for additional teacher and paraprofessional support for students that are 'at-risk' in areas of Reading and Math. Title II funding provides additional instructional coaching support for schools not receiving Title I funds. The LEA uses LCAP supplemental/concentration funding to increase and improve services at all sites for students needing academic and/or behavioral interventions. Behavior paraprofessionals, counselors, a district reading specialist, an instructional technology coach and additional special education staff work with, and support teachers and administrators to improve the behaviors and address the academic concerns of the 'at-risk' students and students with disabilities. LCAP funding is also used to support the English Learner program.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,659	\$47,145
Mid-Range Teacher Salary	\$64,035	\$74,952
Highest Teacher Salary	\$88,262	\$96,092
Average Principal Salary (Elementary)	\$107,146	\$116,716
Average Principal Salary (Middle)	\$107,146	\$120,813
Average Principal Salary (High)	\$115,024	\$131,905
Superintendent Salary	\$154,868	\$192,565

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	28.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		3	4

Staff at MLHS understand that teaching is a very challenging craft that requires preparation, induction and ongoing professional development. All teachers are highly qualified in their subject areas and all are CLAD certified. At weekly PLC meetings current educational research is frequently reviewed and there is often healthy discussion and debate regarding instructional practices and strategies. Teachers share their classroom experiences at these meetings, including both successes and challenges. During these meetings, we also look over schoolwide data (NWEA, Reading Plus, CAASPP, Etc.) and share concerns regarding individual students.

At MLHS staff development is not relegated to a few days a year. Instead, the subjects of teaching and learning are addressed on an ongoing basis in the PLC. All faculty members are committed to constantly improving their craft. Curriculum in core academic areas is standards based and materials/textbooks are the same as those used in the comprehensive high school. In an effort to remain abreast of best practices and to refine teaching strategies, teachers and administrators regularly review research based articles, during weekly PLC meetings, and participate in meaningful professional development opportunities throughout the year.

The Gateway Unified School District provides staff development days, and some of these days are used for site-specific professional development. The MLHS staff has enthusiastically participated in professional development activities targeting the focus areas identified in the Professional Learning Community: Educational Goals, Quality Instruction, Intervention Strategies, the Common Core Standards, RtI, Trauma Informed Instruction, and other relevant professional development.

District-wide staff development days have offered teachers a variety of professional growth opportunities based on current needs assessments. Topics have included Evaluation of Math and Science Curriculum, Intervention for English Language Arts and Math, Technology, Writing Development, Tutorial Assistance, Analysis of Standardized Testing and Reporting CAASPP/NWEA Results, School Climate and Student Discipline, Essential Standards Review, Common Core Curriculum Alignment, Special Education, and Strategic Planning. District literacy coaches and the district math coach provide professional development and mentoring to beginning teachers. Individual teachers are selected to attend Professional Development outside the district depending on necessity and opportunity.

Early-release Mondays provide the opportunity for collaborative planning and the development of Professional Learning Communities. Collaboration on the five questions of a PLC are a primary focus for Collaborative PLC Mondays.

Teachers in the Gateway Unified School District have utilized the Peer Beginning Teacher Support and Assessment (BTSA) program, and the Gateway GTIP program in which a facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession.