

Mountain Lakes High School - Toyon Learning Center

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School 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	Chris Fort
Email Address	cfort@gatewayusd.org
School Website	https://mlhs.gatewayusd.org/
Grade Span	10-12
County-District-School (CDS) Code	45-75267-4530077

2024-25 District Contact Information

District Name	Gateway Unified School District
Phone Number	(530) 245-7900
Superintendent	Kyle Turner
Email Address	kturner@gatewayusd.org
District Website	www.gatewayusd.org

2024-25 School Description and Mission Statement

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.”

2024-25 School Description and Mission Statement

Expected Schoolwide Learning Outcomes:

Knowledge and Skills

- Academic Success
- Life-Long Learning
- College and Career Ready

Resiliency/Perseverance

- Effort and determination
- Self-efficacy
- Social and Emotional growth

Problem Solving

- Critical Thinking
- Creativity
- Collaboration

Personal Responsibility

- Self-directed
- Goal-oriented
- Contributing Citizens

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, social/emotional awareness, 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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	12
Grade 11	30
Grade 12	31
Total Enrollment	73

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.7
Male	60.3
Non-Binary	0
American Indian or Alaska Native	5.5
Asian	4.1
Black or African American	2.7
Hispanic or Latino	13.3
Two or More Races	2.7
White	75.3
English Learners	1.7
Homeless	6.7
Socioeconomically Disadvantaged	93.3
Students with Disabilities	11.7

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.40	48.06	102.20	81.42	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	1.59	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	2.39	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	40.65	6.10	4.89	12115.80	4.41
Unknown/Incomplete/NA	0.30	10.97	12.10	9.69	18854.30	6.86
Total Teaching Positions	3.10	100.00	125.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.60	46.99	93.60	75.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	4.64	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.00	4.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	17.77	5.70	4.61	11953.10	4.28
Unknown/Incomplete/NA	1.20	35.24	12.80	10.35	15831.90	5.67
Total Teaching Positions	3.40	100.00	123.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.80	57.14	97.40	75.88	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.00	7.78	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.00	3.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	12.11	6.60	5.14	11746.90	4.23
Unknown/Incomplete/NA	0.90	30.43	10.30	8.08	14303.80	5.15
Total Teaching Positions	3.20	100.00	128.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.20	0.60	0.3
Total Out-of-Field Teachers	1.20	0.60	0.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.50	5.8	5

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. Edgenuity, SUBJECT, 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.

Year and month in which the data were collected

September 2023

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	Yes	0.0%

	(10-12) Core Connections CPM Integrated 2 Adoption year 2014 (10-12) College Preparatory Mathematics Educational Program (Integrated I, II, & III) Adoption Year 2014		
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%
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.

Two campus supervisors monitor 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.

Year and month of the most recent FIT report

September 23rd, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Lightbulbs Out NOTE: Repaired 10/28/2024
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Urinal Leaking from wall behind. Toilet needs Diaphragm Adjusted. Sinks not functioning. NOTE: Repaired 10/29/24
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	4	13	35	31	46	47
Mathematics (grades 3-8 and 11)	4	0	25	27	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	31	30	96.77	3.23	13.33
Female	12	12	100.00	0.00	16.67
Male	18	17	94.44	5.56	5.88
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	17	94.44	5.56	11.76
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	28	96.55	3.45	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	32	31	96.88	3.12	0.00
Female	13	13	100.00	0.00	0.00
Male	18	17	94.44	5.56	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	18	94.74	5.26	0.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	29	96.67	3.33	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	6.90	4.69	25.57	22.60	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	64	91.43	8.57	4.69
Female	29	28	96.55	3.45	3.57
Male	40	35	87.50	12.50	5.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	12	11	91.67	8.33	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	41	36	87.80	12.20	2.78
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	58	92.06	7.94	3.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

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.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	3
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	0

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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 area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	0	0	0	0

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

At Mountain Lakes High School we use a variety of strategies to connect with our parents and community. We mail home regular session progress reports. The school utilizes Parent Square to send personal invitations to our Open House/Resource Fairs and Back to School nights. We offer refreshments at these events to encourage attendance. The school maintains a website that provides information regarding graduation requirements, school rules, student support programs, educational

2024-25 Opportunities for Parental Involvement

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 and community members are encouraged to participate in regular Site Council Meetings, and join 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.

Parents who wish to participate in Mountain Lakes High School's leadership teams, school committees, school activities, or become a volunteer may contact Christopher Fort, Principal, at the school's office at (530) 275-7000, by email at cfort@gatewayusd.org, or visit the school's website at <http://gatewayusd.org>.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	53.6	36.4	32.3	16.0	18.1	11.5	7.8	8.2	8.9
Graduation Rate	46.4	52.3	61.3	81.4	75.2	86.9	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	31	19	61.3
Female	12	8	66.7
Male	19	11	57.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	20	12	60.0
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	30	18	60.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	103	91	77	84.6
Female	43	37	34	91.9
Male	59	53	42	79.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	14	14	100.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	65	56	47	83.9
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	96	87	75	86.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	11	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
8.24	21.93	20.39	9.86	9.07	7.86	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.33	0.3	0.19	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	20.39	0.00
Female	16.28	0.00
Male	23.73	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	20.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	23.08	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	18.75	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	18.18	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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 September of 2024 and School Site Council in October 2024. Key elements include maintaining a safe and orderly campus and

2024-25 School Safety Plan

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.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	9		
Mathematics	9	3		
Science	5	8		
Social Science	4	22		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	10		
Mathematics	5	10		
Science	3	10		
Social Science	7	15		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	12		
Mathematics	5	10		
Science	5	7		
Social Science	4	20		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	60

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.30
Social Worker	
Nurse	.20
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,721	\$4,561	\$13,160	\$90,097
District	N/A	N/A	\$11,078	\$78,078
Percent Difference - School Site and District	N/A	N/A	17.2	14.3
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	20.0	2.7

Fiscal Year 2023-24 Types of Services Funded

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, raise social/emotional awareness, 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,081	\$54,930
Mid-Range Teacher Salary	\$74,088	\$85,386
Highest Teacher Salary	\$104,289	\$111,172
Average Principal Salary (Elementary)	\$119,694	\$136,564
Average Principal Salary (Middle)	\$123,969	\$141,339
Average Principal Salary (High)	\$133,083	\$153,241
Superintendent Salary	\$179,183	\$224,537
Percent of Budget for Teacher Salaries	25%	29%
Percent of Budget for Administrative Salaries	5%	6%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Staff at MLHS are dedicated to working with students that experience a variety of challenges to their education. Through ongoing professional development teachers adapt district level curriculum to allow for credit recovery options for all students based on their individual academic needs. All teachers are highly qualified in their subject areas and all are CLAD certified. At weekly PLC meetings current educational research is reviewed and discussed, allowing constant improvement to our instructional strategies. Teachers collectively review weekly progress within their classroom, relay personal experiences, and collaborate to move each of our students forward. During these meetings, we also look over schoolwide data (NWEA, Reading Plus, Aleks, CAASPP, Etc.) and share concerns regarding individual students.

At MLHS 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. These days are used for site-specific professional development, or to address district-wide goals associated with our LCAP. 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, PBIS, and 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 Social Emotional Learning, Trauma Informed Practices, 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 Teacher Induction Program (TTIP), and the Gateway GTIP

Professional Development

program in which a facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement			5