

Mountain Lakes High School - Toyon Learning Center

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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.

2025-26 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	
County-District-School (CDS) Code	45-75267-4530077

2025-26 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

2025-26 School Description and Mission Statement

Mountain Lakes High School (MLHS) serves students 16 years of age and older within the Gateway Unified School District who benefit from an alternative education setting. The school provides a flexible instructional environment designed to support students in meeting district graduation requirements while addressing individual academic, social, and behavioral needs.

MLHS has established a set of Expected Schoolwide Learning Outcomes (ESLOs) that guide instruction, schoolwide activities, and student support:

Knowledge and Skills
Academic success
Life-long learning
College and career readiness

Resiliency and Perseverance
Effort and determination
Self-efficacy
Social and emotional growth

Problem Solving
Critical thinking
Creativity
Collaboration

Personal Responsibility
Self-direction
Goal setting
Community contribution

The school's mission emphasizes supporting each student as an individual with the potential to become an informed,

2025-26 School Description and Mission Statement

responsible, and productive citizen. Instructional programs are structured to provide access to standards-aligned coursework, including college-preparatory (CP) courses through the Subject online platform. Many students also participate in foundational academic courses with an emphasis on career readiness and social-emotional development.

MLHS teachers are appropriately credentialed and participate in ongoing professional development aligned with district goals and school needs. Staff engage in regular Professional Learning Community (PLC) meetings, review current educational research, and participate in training designed to support effective instructional practices.

Recognizing that many students may experience challenges outside the academic environment, MLHS staff meet regularly to review student progress and identify supports that may be needed to address barriers to learning. This collaborative approach contributes to helping students remain on track toward meeting graduation requirements and successfully transitioning to postsecondary education, employment, or other post-high school opportunities.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	8
Grade 11	30
Grade 12	30
Total Enrollment	68

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.3
Male	70
American Indian or Alaska Native	6.7
Asian	5
Black or African American	3.3
Hispanic or Latino	15
Two or More Races	3.3
White	80
English Learners	1.7
Foster Youth	1.7
Homeless	8.3
Socioeconomically Disadvantaged	106.7
Students with Disabilities	18.3

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.

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)	1.6	46.99	93.6	75.56	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.7	4.64	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6	4.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	17.77	5.7	4.61	11953.1	4.28
Unknown/Incomplete/NA	1.2	35.24	12.8	10.35	15831.9	5.67
Total Teaching Positions	3.4	100	123.9	100	279044.8	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.

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)	1.8	57.14	97.4	75.88	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	10	7.78	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4	3.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	12.11	6.6	5.14	11746.9	4.23
Unknown/Incomplete/NA	0.9	30.43	10.3	8.08	14303.8	5.15
Total Teaching Positions	3.2	100	128.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	0	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.60	0.3	
Total Out-of-Field Teachers	0.60	0.3	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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)	5.8	5	5

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Mountain Lakes High School (MLHS) provides students in its grades 9–12 credit recovery program with standards-aligned instructional materials that meet all state requirements for graduation. Students have access to all district-adopted textbooks and instructional materials, ensuring alignment with state content standards and support for individual learning needs.

The district conducts an annual Williams Act instructional materials review to verify that all students have sufficient access to standards-aligned materials in each subject area. Mountain Lakes High School participates in this process and meets all requirements for instructional material sufficiency, availability, and alignment with the curriculum frameworks adopted by the California State Board of Education.

All students at Mountain Lakes High School are issued their own Chromebook for use in completing coursework, accessing digital instructional resources, and participating in online learning activities. All classrooms are equipped with internet connectivity to support digital instruction.

MLHS utilizes several online platforms—including Edgenuity, Subject, Newsela, Reading Plus, and ALEKS—to provide students with access to standards-aligned curriculum, reading development programs, and supplemental tools that support critical thinking, academic proficiency, and technology literacy. In addition to core coursework, art, makerspace and a variety of CTE classes are also offered as part of the school's instructional program.

Year and month in which the data were collected

September 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0.0%
Mathematics	Core Connections CPM Integrated 1 Adoption Year 2014 (10-12) Core Connections CPM Integrated 2	0.0%

	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	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	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.

School Facility Conditions and Planned Improvements

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

June 13, 2025

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		POWERSTRIPS OVERLOADED
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	13	18	31	38	47	48
Mathematics (grades 3-8 and 11)	0	6	27	28	35	37

2024-25 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	37	34	91.89	8.11	17.65
Female	14	12	85.71	14.29	16.67
Male	23	22	95.65	4.35	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
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	25	23	92.00	8.00	17.39
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	25	89.29	10.71	16.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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	37	34	91.89	8.11	5.88
Female	14	12	85.71	14.29	0.00
Male	23	22	95.65	4.35	9.09
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
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	25	23	92.00	8.00	8.70
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	25	89.29	10.71	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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	4.69	9.43	22.6	29.57	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	56	54	96.43	3.57	9.43
Female	22	21	95.45	4.55	9.52
Male	34	33	97.06	2.94	9.38
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	35	35	100.00	0.00	5.71
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	46	95.83	4.17	8.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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.

2024-25 Career Technical Education (CTE) Participation

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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2024-25 California Physical Fitness Test Participation Rates

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

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.

2025-26 Opportunities for Parental Involvement

Mountain Lakes High School engages parents and community members through multiple communication methods and participation opportunities. The school mails regular session progress reports to keep families informed of academic performance. In addition, the school uses ParentSquare to provide information and send notifications regarding events such as Open House, Resource Fairs, and Back-to-School Night. The school also maintains a website that includes information on graduation requirements, school policies, student support services, educational options, financial aid resources, and upcoming activities.

Parents and guardians have access to their student's academic progress and attendance through the Aeries student information system. The school encourages participation in School Site Council meetings and in other stakeholder meetings where staff, students, parents, and community members may provide input on school programs and improvement efforts. Parents are referred to the Community Schools Program when they are in need of resources found outside of the educational environment.

When academic, attendance, or behavioral concerns arise, the school holds Student Study Team (SST) or School Attendance Review Team (SART) meetings. These meetings include parents or guardians, students, teachers, counselors, and administrators and are used to develop plans to support improved student outcomes.

Parents who wish to participate in school leadership groups, committees, school activities, or volunteer opportunities may contact Christopher Fort, Principal, at (530) 275-7000, by email at cfort@gatewayusd.org, or visit the district website at <http://gatewayusd.org>.

If you want, I can also rework related SARC sections such as School Climate, Engagement, or Conditions of Learning.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	36.4	32.3		18.1	11.5		8.2	8.9	
Graduation Rate	52.3	61.3		75.2	86.9		86.2	86.4	

2024-25 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			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
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.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
21.93%	20.39%		9.07%	7.86%		3.6%	3.28%	

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.3%	0.19%		0.08%	0.07%	

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
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.

2025-26 School Safety Plan

Mountain Lakes High School maintains a comprehensive School Site Safety Plan that is fully aligned with current state standards. The plan was most recently updated and approved by the School Site Council on November 12, 2025. It is reviewed twice each year—once in the fall, when updated procedures are examined and the annual report is approved for submission to the Board of Trustees, and again in the spring to begin revisions for the upcoming school year. The plan is updated annually by the Site Safety Committee and addresses key safety components, including campus supervision, disaster preparedness kits, and emergency response procedures.

The school is in full compliance with all applicable laws and regulations related to hazardous materials and state earthquake safety standards. Gateway Community Day School’s disaster preparedness plan outlines clear steps for ensuring the safety of students and staff during emergencies and includes adapted procedures to meet the needs of students with disabilities. Fire, earthquake, and lockdown drills are conducted regularly throughout the year to ensure readiness and reinforce safety practices.

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	0	0
Mathematics	5	10	0	0
Science	3	10	0	0
Social Science	7	15	0	0

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		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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				
Mathematics				
Science				
Social Science				

2024-25 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	

2024-25 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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$20,805	\$6,861	\$13,943	\$91,015
District	N/A	N/A	\$11,845	\$80,874
Percent Difference - School Site and District	N/A	N/A	16.3	15.3
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	25.7	3.8

Fiscal Year 2024-25 Types of Services Funded

School sites receiving Title I funding are provided instructional coaching and support to improve the quality of classroom instruction. Title I funds are also used to provide additional teacher and paraprofessional support for students identified as “at risk” in reading and mathematics. Title II funding supplements these efforts by providing instructional coaching for schools that do not qualify for Title I.

The district uses LCAP Supplemental and Concentration funds to increase and improve services for students requiring academic or behavioral interventions. These funds support behavior paraprofessionals, counselors, a district reading specialist, an instructional technology coach, and additional special education personnel who collaborate with teachers and administrators to address the needs of at-risk students and students with disabilities. LCAP funding also supports services for English learners across all district sites.

Gateway Unified School District additionally utilizes Title VII and state grant funds to operate and strengthen the Indian Education program, providing culturally responsive support and supplemental academic services for participating students.

Mountain Lakes High School also benefits from Comprehensive Support and Improvement (CSI) funding. CSI funds are allocated to schools identified for additional support under federal accountability measures and are used to implement evidence-based interventions that address achievement gaps, improve student outcomes, and strengthen schoolwide systems. At MLHS, CSI resources help enhance academic intervention, as well as behavioral intervention supports, expands access to behavioral and social-emotional services/programs, and overall strengthen instructional practices for all MLHS students.

MLHS receives support from the Strong Workforce Grant. This grant provides funding to expand and improve Career Technical Education (CTE) opportunities for students. Strong Workforce funding assists with building CTE pathways, upgrading equipment, supporting industry-aligned curriculum, and increasing access to hands-on learning experiences. These resources help ensure that students have equitable opportunities to explore career fields and develop workforce-ready skills.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$52,084	\$57,978
Mid-Range Teacher Salary	\$77,052	\$89,612
Highest Teacher Salary	\$108,461	\$117,194
Average Principal Salary (Elementary)	\$110,554	\$143,632
Average Principal Salary (Middle)	\$131,618	\$149,447
Average Principal Salary (High)	\$141,294	\$162,334
Superintendent Salary	\$183,000	\$234,076
Percent of Budget for Teacher Salaries	25.6%	27.81%
Percent of Budget for Administrative Salaries	5.51%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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

Professional Development

Staff at Mountain Lakes High School (MLHS) work with students who may experience a range of academic, social, and behavioral challenges. Teachers participate in ongoing professional development to ensure that instructional practices remain aligned with district curriculum expectations and support effective credit recovery options for all students. All teachers at MLHS are appropriately credentialed in their subject areas and hold CLAD certifications. Additionally, MLHS staff are participating in the Roadmap to Responsibility training offered by the district to all sites with the Gateway Unified School District.

Professional Development

MLHS teachers meet weekly in Professional Learning Community (PLC) meetings to review educational research, examine student performance data, develop lessons associated with the newly created advisory class program, and collaborate on instructional planning and student development. Teachers also share strategies, review student progress, and coordinate interventions to promote academic growth.

The instructional program at MLHS utilizes standards-based curriculum, and textbooks and materials used in core academic areas are consistent with those adopted by the district's comprehensive high school. To expand access to Career Technical Education (CTE), MLHS students may enroll in an Agricultural Science course and a newly developed CTE Construction course, both offered through a partnership with teaching staff at Central Valley High School (CVHS).

The Gateway Unified School District provides annual staff development days focused on districtwide and site-specific goals, including priorities identified in the Local Control and Accountability Plan (LCAP). Professional development topics have included Social-Emotional Learning, Trauma-Informed Practices, English Language Arts and Math intervention strategies, curriculum evaluation, technology integration, writing instruction, analysis of CAASPP/NWEA results, Positive Behavioral Interventions and Supports (PBIS), and Essential Standards review. District literacy coaches and the district math coach also provide mentoring and instructional support, particularly for beginning teachers.

Additionally, the district designates early-release Mondays for collaborative planning and continued development of Professional Learning Communities, with an emphasis on the core guiding questions of PLC practice. Teachers in the Gateway Unified School District may also participate in the Teacher Induction Program (TTIP) and the Gateway GTIP program, which provide individualized support aligned with the California Standards for the Teaching Profession for both new and veteran educators.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement		5	4