

Rim of the World Unified School District Mountain High School



Grades 11 through 12
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2015-16 School Accountability Report Card *Published January 2017*

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Principal's Message

I'd like to welcome you to Mountain High School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Mountain High School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

The MHS vision is to create within the school an atmosphere of interest, support, warmth and order so that each student in his/her own manner may realize his/her personal potential academically and socially. Mountain High School exists to accommodate educational experiences for students who, for a variety of reasons, require an alternative design for learning from which the traditional high school has to offer. It is our purpose to provide a relevant education within a flexible setting and small school environment to help foster learning for post high school experience.

Mission Statement

At Mountain High School, students will discover and develop their own unique talents and interests while realizing personal success with academics through personalized learning. Each student will be an empowered learner and an engaged citizen to achieve a positive impact in the local and global communities.

SCHOOL PURPOSE:

The purpose and goal of Mountain High School is to develop and provide an academic program to meet the needs of our diverse student population, whom need an alternative method of learning. Our purpose as educators is to lead students on a pathway of academic success and empower them to be problem solvers and lifelong learners.

School Profile

Mountain High School is located in the northern region of Lake Arrowhead and serves students in grades eleven through twelve following a traditional calendar. At the beginning of the 2015-16 school year, 30 students were enrolled, including 6.7% in special education, 3.3% qualifying for English Language Learner support, and 66.7% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African-Amer.	0.00%	Grade 11	6
Amer. Indian or Alaskan Native	0.00%	Grade 12	24
Asian	0.00%	Ungraded	0
Filipino	0.00%		
Hisp. or Latino	36.70%		
Pacific Islander	3.30%		
Caucasian	56.70%		
Multi-Racial	3.30%		
Students with Disabilities	6.70%		
Economically Disadvantaged	66.70%		
English Learners	3.30%		
Foster Youth	13.30%		
Total Enrollment			30

Student Achievement

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Mountain High School qualified for Title I Targeted Assistance funding and is subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2016-17		
	MHS	ROWUSD
PI Status	Not in PI	In PI
First Year of PI	N/A	2009-2010
Year in PI	N/A	Year 3
No. of Schools Currently in PI		4
% of Schools Currently in PI		66.7%

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

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in Science in grades five, eight and ten, and English language arts/literacy and Mathematics in grades 3

through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Mountain High School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy (grades 3-8 and 11)	--	31	35	37	44	48
Mathematics (grades 3-8 and 11)	--		20	22	33	36

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 11				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	20	13	65.00	30.77
Male	15	10	66.67	40.00
Female	--	--	--	--
Hisp. or Latino	--	--	--	--
Caucasian	13	10	76.92	40.00
English Learners	--	--	--	--
Economically Disadvantaged	13	9	69.23	22.22
Foster Youth	--	--	--	--

2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 11				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	20	13	65.00	
Male	15	10	66.67	
Female	--	--	--	--
Hisp. or Latino	--	--	--	--
Caucasian	13	10	76.92	
English Learners	--	--	--	--
Economically Disadvantaged	13	9	69.23	
Foster Youth	--	--	--	--

Note: 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.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CAASPP charts; and College Preparation & Work Readiness, including the CTE Program Participation and UC/CSU charts.

Pupil Engagement – State Priority 5: Covered in Dropouts and in Graduation Requirements, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes – State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the school website and School Connect (automated telephone messaging system). Contact Principal Derek Swem at (909) 589-0041 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper

Committees

School Site Council
PTA

School Activities

Back to School Night
Open House
Parent Involvement Meetings

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Mountain High School's original facilities were built in 1997; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the renovation of modular(s) was completed.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian is assigned to Mountain High School. The day custodian is responsible for:

- Classroom cleaning
- Groundskeeping
- Lunch area setup/cleanup
- Office area cleaning
- Restroom cleaning

- Snow removal
- Trash removal

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1997
Acreage	6.75
Square Footage	-
Quantity	
Permanent Classrooms	19
Portable Classrooms	0
Restrooms (sets)	6
Computer Lab(s)	1
Multipurpose Room/Cafeteria	1
Staff Lounge/Work Room(s)	1
Library	1

Facilities Inspection

The district's maintenance department inspects Mountain High School on an annual basis in accordance with Education Code §17592.72(c)(1). Mountain High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 19, 2016. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, October 19, 2016			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External			✓

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Cafeteria - Prepare and repaint all
(G)	Band Room Office - Repair possible roof leak
(H)	Room 113 - Replace weather strip opposite wall from room 113

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
		✓	

Rating Description

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the teachers, school administration, and campus security patrol the campus, entrance areas, and designated common areas. Teachers, school administration, and campus security monitor lunch time activity in the cafeteria and common

student activity areas. At the end of the day when students are dismissed, school administration and campus security monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Mountain High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Mountain High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in Fall 2016.

Classroom Environment

Discipline & Climate for Learning

Mountain High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	13-14	14-15	15-16
	MHS		
# of Students Suspended	43	27	13
# of Students Expelled	0	0	0
	ROWUSD		
# of Students Suspended	229	280	307
# of Students Expelled	0	0	1
	California		
# of Students Suspended	279383	243603	230389
# of Students Expelled	6611	5692	6227

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2013-14			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	7.0	18		
Mathematics	5.0	14		
Science	11.0	5		
Social Science	4.0	21		
Subject	2014-15			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	9.0	9		
Mathematics	7.0	7		
Science	9.0	3		
Social Science	5.0	14		

2015-16 data not available at the time of production of this report

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Dropouts

Mountain High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, student study team process, after school tutoring, SART/SARB process, and online credit recovery. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2014-15 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
	MHS		
	12-13	13-14	14-15
Dropout Rate	5.2%	10.3%	10.4%
Graduation Rate	84.4%	80.9%	86.9%
	ROWUSD		
	12-13	13-14	14-15
Dropout Rate	5.2%	10.3%	10.4%
Graduation Rate	84.4%	81.0%	86.9%
	California		
	12-13	13-14	14-15
Dropout Rate	11.4%	11.5%	10.7%
Graduation Rate	80.4%	81.0%	82.3%

Graduation Requirements

Students must accumulate 210 course credits and must complete and present the senior portfolio project to receive a high school diploma from Mountain High School. Alternative methods of acquiring a diploma are available through the Community college and resources are available through NUA-National University Academy. Students are provided with these resources to earn a diploma for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Mountain High School. The following table illustrates the percentage of students graduating from Mountain High School who have met district graduation requirements.

Completion of High School Graduation Requirements for the Graduating Class of: 2015			
	MHS	ROWUSD	State
All Students	35.23%	73.89%	85.66%
African-Amer.	.00%	37.50%	76.88%
Amer. Indian or Alaskan Native	.00%	100.00%	74.87%
Asian	.00%	.00%	92.78%
Filipino	.00%	.00%	96.80%
Hisp. or Latino	31.43%	73.58%	84.49%
Pacific Islander	.00%	.00%	84.88%
Caucasian	38.00%	73.21%	87.23%
Multi-Racial	.00%	500.00%	91.36%
English Learners	.00%	42.11%	50.90%
Economically Disadvantaged	43.40%	95.27%	76.61%
Students with Disabilities	50.00%	48.98%	68.38%
Foster Youth	-	-	-

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Mountain High School revolve around the California State Standards. During the 2015-16 school year, Mountain High School held staff development devoted to:

- Professional Learning Communities
- Checking for Understanding
- Lesson Design

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Mountain High School supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2015-16 school year, Mountain High School's teachers attended the following events hosted by the Rim of the World Unified School District:

- ELA/ELD Framework and Standards
- Integrated and Designated English Language Development (ELD)
- Professional Learning Communities (PLC's)
- Aligning State Standards
- Positive Behavior Intervention and Support (PBIS)

Mountain High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2013-14	2014-15	2015-16
1	9	1

Instructional Materials

All textbooks used in the core curriculum at Mountain High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Thursday, October 20, 2016, the Rim of the World Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 16/17-3 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 school year, Rim of the World Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2002	Prentice Hall, <i>Literature (Gold Edition)</i>	0 %
2002	Prentice Hall, <i>Literature (Platinum Edition)</i>	0 %
2002	Prentice Hall, <i>Literature: American Experience (CA Edition)</i>	0 %
2002	Prentice Hall, <i>Literature: British Tradition (CA Edition)</i>	0 %
English Language Development		
2008	National Geographic / Hampton Brown, <i>EDGE</i>	0 %
Foreign Languages		
2004	D.C. Heath, <i>Spanish for Mastery</i>	0 %
2004	Gallaudet University Press, <i>American Sign Language</i>	0 %
2004	McDougal Littell, <i>Discovering French Blanc 2</i>	0 %
2004	McDougal Littell, <i>Discovering French Bleu 1</i>	0 %
2004	McDougal Littell, <i>Discovering French Rouge 3</i>	0 %
2000	Prentice Hall, <i>Paso A Paso 1</i>	0 %
2000	Prentice Hall, <i>Paso a Paso 2</i>	0 %
2004	TJ Publishing, <i>A Basic Course in Amer. Sign Language</i>	0 %
History-Social Science		
2006	Cengage Learning, <i>American Pageant</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2007	Pearson Prentice Hall, <i>Economics Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
2007	Prentice Hall College Division, <i>The World's History</i>	0 %
Mathematics		
2009	EMC Publishing, <i>Personal Finance - A Lifetime Responsibility</i>	0 %
2015	Houghton Mifflin, <i>Integrated Math 1, 2 & 3</i>	0 %
2002	McDougal Littell, <i>Concepts & Skills - Algebra 1</i>	0 %
2004	Pearson/Addison Wesley, <i>Precalculus</i>	0 %
1994	Prentice Hall, <i>Algebra and Trigonometry</i>	0 %
2015	South-Western Cengage Learning, <i>Financial Algebra</i>	0 %
Science		
2005	Glencoe/McGraw-Hill, <i>Chemistry Matter and Change</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Glencoe Health</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Physical Science with Earth Science</i>	0 %
2006	Holt, Rinehart and Winston, <i>Fundamentals of Physics</i>	0 %
2001	Holt, Rinehart and Winston, <i>Holt Science Spectrum: A Balanced Approach</i>	0 %
2006	J. Wiley & Son, <i>BSCS Biology: A Molecular Approach</i>	0 %
2003	McGraw Hill Education, <i>Essentials of Human Anatomy & Physiology</i>	0 %
2006	Pearson, <i>Conceptual Physics</i>	0 %
2015	Pearson Prentice Hall, <i>Biology, AP Edition</i>	0 %
2006	Prentice Hall, <i>Oceanography/Marine Science Science Laboratory Equipment</i>	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates

the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (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 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 admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Courses for UC/CSU Admission	
	%
2015-16 Students enrolled in courses required for UC/CSU admission	0.0
2014-15 Graduates who completed all courses required for UC/CSU admission	0.0

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the the school personnel to discuss their four-year academic plan and are introduced to Mountain High School's technical and career education programs; the school personnel meets every three weeks with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Mountain High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Regional Occupational Programs
- Formative & Summative Programs
- Senior Portfolio Project

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Surveys

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Professional Staff

Counseling & Support Staff

Mountain High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Mountain High School's students. Full-time equivalent

(FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2015-16		
	No. of Staff	FTE
Academic Counselor	1	0.2
Instructional Aide	1	1.0

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2015-16 school year, Mountain High School had 5 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2015-16		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Mountain High School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	MHS			ROWUSD
	14-15	15-16	16-17	16-17
Total Teachers	5	5	4	153
Teachers with full credentials	5	5	4	148
Teachers without full credentials	0	0	0	5
Teachers teaching outside subject area of competence (with full credential)	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2014-15		
	ROWUSD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$40,543
Mid-Range Teacher Salary	\$65,158	\$64,823
Highest Teacher Salary	\$84,524	\$84,821
Superintendent Salary	\$138,645	\$169,152
Average Principal Salaries:		
High School	\$101,252	\$115,589
Percentage of Budget:		
Teacher Salaries	34%	35%
Administrative Salaries	5%	6%

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

Expenditures Per Student

For the 2014-15 school year, Rim of the World Unified School District spent an average of \$9,606 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Rim of the World Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III
- Vocational Programs

Expense of Education Per Pupil 2014-15					
	Dollars Spent per Student				
	MHS	ROWUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	52	N/A	N/A	N/A	N/A
Total**	\$16,610	N/A	N/A	N/A	N/A
Restr.†	\$472	N/A	N/A	N/A	N/A
Unrestr.††	\$16,139	\$5,885	274.23	\$5,677	284.28
Avg. Teacher Salary	\$69,724	\$68,258	102.15	\$67,348	103.53

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

* Average Daily Attendance

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Mountain High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to CAASPP results, enrollment, and staffing.

Public Internet Access Location

Parents may access Mountain High School's SARC and access the internet at any of the county's public libraries. The closest public library to Mountain High School is Lake Arrowhead Branch Library, a branch of San Bernardino County Library.

Address: 27235 Highway 189, Blue Jay

Phone Number: (909) 337-3118

WebSite: <http://www.sbcounty.gov/library/home/>

Number of Computers Available: 13

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Rim of the World Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2016.