

Rim of the World Unified School District Mountain High School

Grades 11 through 12
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2016-17 School Accountability Report Card

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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 2016-17 school year, 46 students were enrolled, including 8.7% in special education, 4.3% qualifying for English Language Learner support, and 63% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African-Amer.	0.00%	Grade 11	16
Amer. Indian or Alaskan Native	0.00%	Grade 12	29
Asian	0.00%	Ungraded	0
Filipino	0.00%		
Hisp. or Latino	30.40%		
Pacific Islander	0.00%		
Caucasian	65.20%		
Multi-Racial	4.30%		
Students with Disabilities	8.70%		
Socioeconomically Disadvantaged	63.00%		
English Learners	4.30%		
Foster Youth	6.50%		
Total Enrollment			45

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 2016-17, 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/.

Federal Intervention Program Status 2017-18		
	MHS	ROWUSD
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2009-2010
Year in Program Improvement	N/A	Year 3
No. of Schools Currently in Program Improvement		4
% of Schools Currently in Program Improvement		66.7%

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 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 ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Mountain High School		District		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy (grades 3-8 and 11)	31	12	37	38	48	48
Mathematics (grades 3-8 and 11)		0	22	24	36	37

Note: 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.

CAASPP Test Results in ELA by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	21	17	80.95	11.76
Male	12	11	91.67	18.18
Female	--	--	--	--
Hisp. or Latino	--	--	--	--
Caucasian	15	14	93.33	7.14
Multi-Racial	--	--	--	--
Socioeconomically Disadvantaged	13	9	69.23	11.11

CAASPP Test Results in Mathematics by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	20	16	80.00	0.00
Male	11	10	90.91	0.00
Female	--	--	--	--
Hisp. or Latino	--	--	--	--
Caucasian	14	13	92.86	0.00
Multi-Racial	--	--	--	--
Socioeconomically Disadvantaged	13	9	69.23	0.00

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.

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in 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 Parent Link (automated telephone messaging system). Contact Principal Derek Swem at (909) 744-9520 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper

Committees

School Site Council (SSC)

Parent Teacher Association (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.

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	0
Portable Classrooms	4
Restrooms (sets)	2
Multipurpose Room/Cafeteria	1
Staff Lounge/Work Room(s)	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 Tuesday, January 23, 2018. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Tuesday, January 23, 2018			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

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

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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, 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 2017.

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		
	14-15	15-16	16-17
	MHS		
% Students Suspended	2.4	42.9	25.0
% Students Expelled	0.0	0.0	3.8
	ROWUSD		
% Students Suspended	38.9	39.8	32.2
% Students Expelled	0.0	0.0	0.3
	California		
% Students Suspended	3.8	3.7	3.6
% Students Expelled	0.1	0.1	0.1

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 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
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		
Subject	2016-17			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	23.0	1	2	
Mathematics	14.0	3		
Science	18.0	2		
Social Science	18.0	2		

**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, 2015-16 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 (Four-Year Cohort Rate)			
	MHS		
	13-14	14-15	15-16
Dropout Rate	10.3%	10.4%	52.5%
Graduation Rate	80.9%	86.9%	42.5%
	ROWUSD		
	13-14	14-15	15-16
Dropout Rate	10.3%	10.4%	12.4%
Graduation Rate	81.0%	86.9%	85.1%
	California		
	13-14	14-15	15-16
Dropout Rate	11.5%	10.7%	9.7%
Graduation Rate	81.0%	82.3%	83.8%

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 Graduating Class of 2016			
	MHS	ROWUSD	State
All Students	79.17%	86.81%	87.11%
African-Amer.	.00%	50.00%	79.19%
Amer. Indian or Alaskan Native	.00%	.00%	80.17%
Asian	.00%	.00%	94.42%
Filipino	.00%	.00%	93.76%
Hisp. or Latino	100.00%	80.00%	84.58%
Pacific Islander	.00%	.00%	86.57%
Caucasian	64.29%	89.41%	90.99%
Multi-Racial	.00%	100.00%	90.59%
English Learners	100.00%	66.67%	55.44%
Socioeconomically Disadvantaged	80.00%	81.82%	85.45%
Students with Disabilities	50.00%	55.56%	63.90%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Mountain High School revolve around the California State Standards. During the 2016-17 school year, Mountain High School held staff development training devoted to:

- Professional Learning Communities (PLC's)
- Checking for Understanding
- Lesson Design
- English Language Development (ELD) Training
- Interactive Direct Instruction
- Assessments and Accountability

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 a monthly basis. 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 2016-17 school year, Mountain High School's teachers attended the following events hosted by the Rim of the World Unified School District:

- Educator's Assessment Data Management System (EADMS) - Assessment Building
- English Language Development (ELD) Articulation

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		
2014-15	2015-16	2016-17
9	1	1

Instructional Materials

All textbooks used in the core curriculum at Mountain High School are still in alignment with California State Standards. The district is currently in the process of the review, selection and purchase of new materials.

On Thursday, October 19, 2017, 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. 17/18-03 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 SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2017-18 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 Harcourt, <i>Integrated Mathematics 1</i>	0 %
2015	Houghton Mifflin Harcourt, <i>Integrated Mathematics 2</i>	0 %
2015	Houghton Mifflin Harcourt, <i>Integrated Mathematics 3</i>	0 %
2009	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		
2016	Bedford, Freeman, Worth, <i>Myers Psychology Second Edition for AP</i>	0 %

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 %
2017	Houghton Mifflin Harcourt, <i>Environmental Science</i>	0 %
2006	J. Wiley & Son, <i>BSCS Biology: A Molecular Approach</i>	0 %
2016	McGraw Hill, <i>Environment, and the Universe</i>	0 %
2003	McGraw Hill Education, <i>Essentials of Human Anatomy & Physiology</i>	0 %
2006	Pearson, <i>Conceptual Physics</i>	0 %
2015	Prentice Hall, <i>Campbell: Biology in Focus (AP Edition)</i>	0 %
2006	Prentice Hall, <i>Oceanography/Marine Science</i>	0 %
	Science Laboratory Equipment	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	
	%
2016-17 Students enrolled in courses required for UC/CSU admission	32.6
2015-16 Graduates who completed all courses required for UC/CSU admission	0.0

Workforce Preparation

Students in grades eleven and 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 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

A variety of Career Technical Education (CTE) courses are available at Rim of the World High School 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) 2016-17		
	No. of Staff	FTE
Academic Counselor	1	0.2

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 2016-17 school year, Mountain High School had 4 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Teacher Credentials & Assignments			
	MHS			ROWUSD
	15-16	16-17	17-18	17-18
Total Teachers	5	4	3	140
Teachers with full credentials	5	4	3	137
Teachers without full credentials	0	0	0	3
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: 2015-16 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2015-16		
	ROWUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$42,684	\$44,144
Mid-Range Teacher Salary	\$68,598	\$69,119
Highest Teacher Salary	\$89,207	\$86,005
Superintendent Salary	\$152,250	\$178,104
Average Principal Salaries:		
High School	\$106,315	\$121,395
Percentage of Budget:		
Teacher Salaries	34%	34%
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 2015-16 school year, Rim of the World Unified School District spent an average of \$10,808 of total general funds to educate each student (based on 2015-16 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 2015-16 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
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Vocational Programs

Expenditures Per Pupil and School Site Teacher Salaries 2015-16					
	Dollars Spent per Student				
	MHS	ROWUSD	% Diff. School & Dist.	State Avg.,	% Diff. School & State
				Dist. Same Size & Type	
Total**	\$16,610	N/A	N/A	N/A	N/A
Restricted	\$472	N/A	N/A	N/A	N/A
Unrestricted	\$16,139	\$5,961	270.75	\$6,574	245.49
Average Teacher Salary	\$69,724	\$71,838	97.06	\$69,649	100.11

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

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, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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 2017.