

# Rim of the World Unified School District Mountain High School

Grades 11 through 12  
David Nygren, Principal  
david\_nygren@rimsd.k12.ca.us



27390 Highway 18  
Lake Arrowhead, CA 92352  
PH: (909) 744-9520 FAX: (909) 744-9521  
CDS #: 36678683630241

## 2019-20 School Accountability Report Card *Published January 2021*

Rim of the World Unified School District  
27315 North Bay Rd.  
Blue Jay, CA 92317  
(909) 336-2031  
www.rimsd.k12.ca.us

### 2020-21 Board of Trustees

Jordana Ridland  
President  
  
Cindy Gardner  
Clerk  
  
Dr. Natalie Lindemann  
Member  
  
Dr. William Mellinger  
Member  
  
Jordan Zarate  
Member

### District Administration

Michelle Murphy  
Superintendent  
  
Todd Beal  
Associate Superintendent,  
Personnel/Pupil Services  
  
Heather Dominguez  
Director of Educational Services  
  
Jenny Haberin  
Chief Business Official  
  
Derek Swem  
Director of Special Services

### Contents

Principal's Message  
Mission  
Vision  
School Description  
Student Achievement  
Local Control Accountability Plan (LCAP)  
Parent Involvement  
School Facilities & Maintenance  
Classroom Environment  
Curriculum & Instruction  
College Preparation & Work Readiness  
Professional Staff  
District Expenditures  
SARC Data

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites in March 2020 for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

## Principal's Message

Dear Mountain High School Parents and Students:

It is with great pleasure that I welcome you to the 2020-2021 school year; this is my third year serving as principal of Mountain High School and my thirteenth year as an administrator in the Rim district, and I am proud to be a Soaring Eagle! Last year was a successful year for us on many fronts, but this year has the potential to be even better as we strive for continuous school improvement year after year. As Mountain High students, staff, parents, and our mountain community, we know that we are better together, and when we exude a heart for all, we exemplify Mountain Pride and Tradition!

Mountain High School is a fully functioning continuation school where our students can choose to attend in order to make up credits to transfer back to the high school, or they may want to accelerate their rate of obtaining credits, or they may want to graduate from Mountain High School on time with their diploma. We are only permitted to have 52 full-time students at the school so there is always a waitlist to attend MHS, but we take seniors with the most need first and then take juniors as spots become available. The school year is divided into 6 grading periods of 6 weeks each in which students can earn 15 units during each grading period for a total of 90 units in a year.

The 19-20 school year brought many other changes to the school prior to the COVID-19 campus closures as the whole staff received new Smartboards for use in the classroom, and we made purchases to experience one-to-one Chromebooks for the students as well. We also introduced some new personnel to the school with the addition of our new secretary, Natalia Santacruz, and our new Math teacher, Susan Williams. The Mountain Sunrise Rotary has begun a beautification project replacing our ramps to the buildings.

MHS had been on probation with the Western Association of Schools and Colleges (WASC) for the past two years, but we had a visit from a committee on May 5-7, 2019, and we have been returned to our six-year accreditation status which accredits Mountain High School diplomas until June 30, 2023. This was a great achievement and due to the hard work of the staff ensuring that we will not have another visit until 2023!

We are looking forward to 2020-21 being our best school year yet, and to working with each one of you to ensure that each student has the same opportunity for success in high school and beyond!

Yours in service,

David K. Nygren  
Principal  
Mountain High School  
"Home of the Soaring Eagles"

## Mission

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.

## Vision

### 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 Description

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 2019-20 school year, 49 students were enrolled, including 2% in special education, 14.3% qualifying for English Language Learner support, and 71.4% qualifying for free or reduced price lunch.

Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	4.10%	Grade 11	0
Amer. Indian or Alaska Native	0.00%	Grade 12	49
Asian	0.00%	Ungraded	0
Filipino	0.00%		
Hisp. or Latino	38.80%		
Native Hawaiian or Pacific Islander	0.00%		
White	53.10%		
Two or More Races	4.10%		
Students with Disabilities	2.00%		
Socioeconomically Disadvantaged	71.40%		
English Learners	14.30%		
Foster Youth	0.00%		
Homeless	2.00%		
Total Enrollment			49

## Student Achievement

### 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/](http://www.cde.ca.gov/ta/tg/ca/).

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	18-19	19-20	18-19	19-20	18-19	19-20
English-Language Arts/Literacy (grades 3-8 and 11)	31.0	N/A	41.0	N/A	50.0	N/A
Mathematics (grades 3-8 and 11)	0.0	N/A	23.0	N/A	39.0	N/A

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

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

CAASPP Test Results in Mathematics by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

## 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 & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, 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 David Nygren 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

### 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 following improvements have been completed:

2019-20 Campus Improvement Projects:

- Upgrades to the drinking fountain and addition of water bottle filling station
- New school signage located at the highway
- Rebuild ramps two classrooms
- Repaint interior and exterior of campus where needed
- Installation of a new modular restroom and site grounds upgrades

2020-21 Campus Improvements Planned or in Progress:

- Asphalt repairs

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 Wednesday, November 04, 2020. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, November 04, 2020			
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, administration, teachers, and campus security patrol the campus, entrance areas, and designated common areas. Administration, teachers, 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, 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 2020.

## 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			
	17-18	18-19	19-20
	School		
% Students Suspended	7.6	28.9	8.2
% Students Expelled	2.5	0.0	2.0
	District		
% Students Suspended	8.9	8.9	4.1
% Students Expelled	0.3	0.1	0.4
	State		
% Students Suspended	3.5	3.5	2.5
% Students Expelled	0.1	0.1	0.1

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

### Class Size

The Class Size 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.

## Curriculum & Instruction

Average Class Size and Class Size Distribution				
Subject	2017-18			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	15.0	5		
Mathematics	15.0	4		
Science				
Social Science	4.0	4		
Subject	2018-19			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	19.0	2	3	
Mathematics	14.0	2		
Science				
Social Science	14.0	4		
Subject	2019-20			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	15.0	5		
Mathematics	14.0	4		
Science				
Social Science	13.0	5		

\*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.

### Dropout & Graduation Rates

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, 2018-19 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)			
	School		
	16-17	17-18	18-19
Dropout Rate	23.3%	44.4%	41.9%
Graduation Rate	76.7%	50.0%	48.8%
	District		
	16-17	17-18	18-19
Dropout Rate	6.2%	9.5%	11.0%
Graduation Rate	89.5%	88.6%	87.4%
	State		
	16-17	17-18	18-19
Dropout Rate	9.1%	9.6%	9.0%
Graduation Rate	82.7%	83.0%	84.5%

For the formula to calculate the 2018-19 and 2019-20 adjusted cohort graduation rate, see the 2019-20 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

### Staff Development

All training and curriculum development activities at Mountain High School revolve around the California State Content Standards and Frameworks. During the 2019-20 school year, Mountain High School held staff development training devoted to:

- English Language Development (ELD)
- Assessment & Accountability Training
- Math Conference
- History Conference
- CA Continuation Education Conference

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 2018-19, 2019-20 and 2020-21 school years, Mountain High School's teachers had the opportunity to attend the following events hosted by the Rim of the World Unified School District:

#### 2018-19 Training:

- High Impact Teaching Strategies
- Social Emotional Learning (SEL)
- Technology Integration

#### 2019-20 Training:

- CDW - Google Classroom using Google Suite for Education
- Lead Learner Associates - Increase Repertoire of Active Student Engagement Strategies
- Thriving YoUniversity - ABC's of S.E.A.L.
- Computer Using Educators - CUERockstar Conference
- The Next Generation Science Standards (NGSS)

#### 2020-21 Training:

- SBCSS - Google Classroom Using Google Suite for Education
- Computer Using Educators - Fall Virtual CUE 202
- Liminex - GoGuardian for Teachers-Help Manage Chromebook Usage in the Classroom
- SBCSS, Curriculum Instruction and Academic Enrichment Department-Provide PD to Teachers for English Language Learners

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.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2018-19	2019-20	2020-21
1	2	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, September 10, 2020, 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. 20-21/03 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 2020-21 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
<b>English Language Arts</b>		
2017	McGraw Hill Education, <i>Study Sync</i>	0 %
<b>English Language Development</b>		
2008	National Geographic / Hampton Brown, <i>EDGE</i>	0 %
<b>Foreign Languages</b>		
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 %
<b>Health</b>		
2006	Glencoe, <i>Glencoe Health</i>	0 %
<b>History-Social Science</b>		
2020	McGraw Hill, <i>Impact CA</i>	0 %
<b>Mathematics</b>		
2010	EMC Publishing, <i>Personal Finance - A Lifetime Responsibility</i>	0 %
2002	McDougal Littell, <i>Concepts &amp; Skills - Algebra 1</i>	0 %
<b>Science</b>		
2016	Bedford, Freeman, Worth, <i>Myers Psychology Second Edition for AP</i>	0 %
2005	Glencoe/McGraw-Hill, <i>Chemistry Matter and Change</i>	0 %
2016	Glencoe/McGraw-Hill, <i>Earth Science: Geology, the Environment, and the Universe</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Physical Science with Earth Science</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 %
2006	J. Wiley & Son, <i>Fundamentals of Physics</i>	0 %
2003	McGraw Hill Education, <i>Essentials of Human Anatomy &amp; Physiology</i>	0 %
2006	Pearson, <i>Conceptual Physics</i>	0 %
2015	Pearson Prentice Hall, <i>Campbell's AP Biology 10th 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. Mountain High School offers only those classes required to earn a high school diploma. Any students returning to a comprehensive high school setting will have the option to pursue four-year college required courses.

### 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/>.

### 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 school personnel to discuss their four-year academic plan and are introduced to Mountain High School's technical and career education programs; 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.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2019-20		
	No. of Staff	FTE
Academic Counselor	2	0.6
Counselor-to-Student Ratio: 1:25		

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 2019-20 school year, Mountain High School had 3 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			
	School			District
	18-19	19-20	20-21	20-21
Total Teachers	3	3	3	154
Teachers With Full Credentials	3	3	3	151
Teachers Without Full Credentials	0	0	0	3
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	0
Misassignments of Teachers of 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: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2018-19		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$45,185	\$47,145
Mid-Range Teacher Salary	\$72,618	\$74,952
Highest Teacher Salary	\$96,968	\$96,092
Superintendent Salary	\$175,000	\$192,565
<b>Average Principal Salaries:</b>		
Elementary School	\$98,885	\$116,716
Middle School	\$101,971	\$120,813
High School	\$107,854	\$131,905
<b>Percentage of Budget:</b>		
Teacher Salaries	30%	31%
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 2018-19 school year, Rim of the World Unified School District spent an average of \$11,869 of total general funds to educate each student (based on 2018-19 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2018-19 school year, the district received categorical, special education, and support programs funds for:

- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Classified School Employee Professional Development Block Grant
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III

Expenditures Per Pupil and School Site Teacher Salaries 2018-19						
	Dollars Spent per Student					
			% Diff.			% Diff.
	School	District	School & Dist.	State	School & State	State
Total**	\$8,844	N/A	N/A	N/A	N/A	N/A
Restricted	\$503	N/A	N/A	N/A	N/A	N/A
Unrestricted	\$8,341	\$12,776	65.29	\$13,080	63.77	
Average Teacher Salary	\$69,443	\$72,709	95.51	\$75,706	91.73	

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

## SARC Data

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Mountain High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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.

### 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 section were acquired in November 2020. Data to prepare the school facilities section were acquired in October 2020.