

Mountainside Middle College High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Mountainside Middle College High School
Street	6767 Green Valley Road
City, State, Zip	Placerville, CA 95667
Phone Number	530-295-2257
Principal	Michael Gillespie
Email Address	mgillespie@edcoe.org
School Website	https://charter.edcoe.org/
Grade Span	
County-District-School (CDS) Code	09100900930123

2025-26 District Contact Information

District Name	Mountainside Middle College High School
Phone Number	530-622-7130
Superintendent	Ed Manansala, Ed.D.
Email Address	emanansala@edcoe.org
District Website	www.edcoe.org

2025-26 School Description and Mission Statement

NOTE: Beginning with the 2024-2025 school year, a grant requirement mandated a name change to include the words "Middle College High School." As a result, the CCA and CUP programs merged to form a middle college program under the new name Mountainside Middle College High School. Additionally, Charter College and Career Prep (CCP) adopted the "Mountainside" name to align with this profile, changing its name to Mountainside Success Academy.

To meet the diverse educational needs of our many communities, in 1993, EDCOE opened the first County Office of Education Charter school in California, currently known as Charter Community School Home Study Academy (CHSA), which has evolved to include a wide variety of programs:

- 1) Mountainside Middle College High School (MMCHS)
- 2) Mountainside Success Academy (MSA)

These programs serve the families in our communities in a variety of ways:

- * Independent Study programs 7-12.
- * Combining class instruction with career strands.
- * Community School Program – El Dorado County Office of Education, Placerville.
- * Partnering with local school districts to tailor instruction for high-risk students.
- * School-to-Career and Regional Occupation Program Strands (ROP).
- * Online learning options.
- * Dual enrollment opportunities
- * Career Technical Education and Regional Occupational Programs
- * Providing social development, mental health, and life coaching services
- * Group home serving Foster Youth Boys exiting from the Juvenile court.

Students entering one of our programs attend an informational conference with a school representative and their parent or guardian to create an individualized academic plan for each student. This conference also initiates a partnership among parents, staff, and students to support positive behavior, academic achievement, and ongoing communication. MMCHS offers

2025-26 School Description and Mission Statement

a range of curriculum choices, including state-adopted textbooks, as well as enrichment supplements. The school provides a diverse array of resources to supplement the textbooks, including educational software, literature, reference materials, and online curriculum program support. If a student transfers from a traditional school, in many cases, the textbooks will be the same as those the student has been using. Our curriculum is standards-based and aligned with the California Content Standards. Classes for all grade levels offer students the opportunity to learn, interact, and collaborate with their peers. There are also regular tutorials and learning labs where students receive additional teaching and assistance in all subject areas. A fully credentialed, highly qualified teacher prepares lesson plans, instructs, and meets with students on a regular basis to provide resources and support, and assesses progress to ensure the student's academic success.

Our programs develop critical thinkers who are problem-solvers and effective communicators. We emphasize the development of the whole individual in safe, supportive learning environments, and we value communication and partnerships with families and community members to ensure academic skills that meet California's grade-level standards, as well as social development and a strong foundation for lifelong learning. CHSA supports and invests in families who choose to be active participants in their children's education and use a team approach to recognize, encourage, and develop individual potential as a limitless resource. We build foundational skills that empower students to find solutions and adapt to the challenges of an ever-changing world. Together, we educate the whole child in an inspiring and nurturing environment where students have an opportunity to flourish. CHSA is fully accredited by the Western Association of Schools and Colleges (WASC).

Mountainside Success Academy 7-12:

Mountainside Success Academy students experience personal success in an environment that values their individuality and prioritizes compassion, empathy, and integrity, enabling them to act on their beliefs with understanding and courage, thereby enriching the communities in which they live.

Mountainside Middle College High School (9-12):

Mountainside Middle College High School prepares students for success in college and future careers in a rigorous, yet relaxed, college-like environment. We teach students to effectively use emerging technologies and prepare students to manage their own time and resources using a college-like educational model. We systematically strengthen students' abilities to address complex ideas through critical thinking, while effectively using emerging technologies and learning systems. Our graduates are lifelong learners who are intellectually curious, rationally minded, and globally aware. We are committed to providing meaningful direction, academic support, and counseling to help students successfully transition to their next phase in life.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	44
Grade 10	66
Grade 11	84
Grade 12	96
Total Enrollment	290

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	48.6
Non-Binary	1
American Indian or Alaska Native	2.8
Asian	1.4
Black or African American	0.7
Hispanic or Latino	19
Two or More Races	8.6
White	65.2
English Learners	1.7
Foster Youth	1.4
Homeless	4.5
Socioeconomically Disadvantaged	46.6
Students with Disabilities	13.8

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.3	62.78	71	61.39	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3	2.59	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.55	6	5.25	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10.2	35.16	21.4	18.51	11953.1	4.28
Unknown/Incomplete/NA	0.4	1.47	14.1	12.24	15831.9	5.67
Total Teaching Positions	29.1	100	115.8	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.8	70.33	71.9	59.16	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.8	1.48	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	6.88	12.9	10.61	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.7	22.71	18.2	15.03	11746.9	4.23
Unknown/Incomplete/NA	0	0	16.6	13.71	14303.8	5.15
Total Teaching Positions	29.6	100	121.6	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.6	66.1	93.6	64.91	230039.4	100
Intern Credential Holders Properly Assigned	1.5	5.17	5.5	3.84	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.6	5.4	16.8	11.66	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.3	21.15	15.7	10.91	12112.8	4.34
Unknown/Incomplete/NA	0.6	2.08	12.4	8.65	13705.8	4.91
Total Teaching Positions	29.7	100	144.2	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.8	0
Misassignments	0.10	1.2	1.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.10	2	1.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.10	0	0
Local Assignment Options	9.00	6.7	6.3
Total Out-of-Field Teachers	10.20	6.7	6.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.6	5.5	3.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0.7	0.7

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

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

Year and month in which the data were collected	September 2020	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Elements of Literature Third Course, Prentice Hall, 2000 Elements of Literature Fourth Course, Prentice Hall, 2000 Elements of Literature Fifth Course, Prentice Hall, 2000 Elements of Literature Sixth Course, Prentice Hall, 2000 Elements of Literature: First Course, Holt, Rinehart, and Winston, 1997 Elements of Literature: Second Course, Holt, Rinehart, and Winston, 1997 Prentice Hall Literature Gold, Pearson-Prentice-Hall, 1991 Prentice Hall Literature Platinum, Pearson-Prentice-Hall, 1991 Prentice Hall Literature, The American Experience, Pearson-Prentice-Hall, 1991 World Literature, Pearson-Prentice-Hall California Collections, Houghton Mifflin Harcourt, 2017 Cannery Row, Penguin Books, 1992	0
Mathematics	Algebra 1, Holt, 1997 Algebra Essentials, Merrill, 1988 Discovery Techbook, - Math II (Geometry & Integrated Math 2) Foundations in Personal Finances – Ramsey Solutions Holt California Mathematics, Course 3: Algebra 1, Holt, Rinehart and Winston, 2008 Beginning Algebra, Addison Wesley Publishing 2007 Discovery Techbook, - Math II (Geometry & Integrated Math 2) Foundations in Personal Finances – Ramsey Solutions Intermediate Algebra, Addison Wesley Publishing, 2010 Pre-Calculus With Limits: A Graphing Approach, Houghton-Mifflin Company, 2005 Go Math!, Digital Interactive and Print Editions, Houghton Mifflin Harcourt, 2015 Connected Math, Pearson, 2014 Algebra 1 CA Common Core, Pearson, 2015 Mathematics With Business Application, Glencoe, 2007	0

	Holt California Mathematics, Course 1:Numbers to Algebra, Holt, Rinehart and Winston, 2008 Holt California Mathematics, Course 2:Pre-Algebra, Holt, Rinehart and Winston, 2008 Geometry Common Core Pearson 2015	
Science	California Biology, Holt Rinehart Winston, 2007 Discover Science - Techbook/Online Platform California Biology, Holt Rinehart Winston, 2007 Conceptual Physics, Addison-Wesley Physical Science, Glencoe/ McGraw-Hill, 1992 Discover Science - Techbook/Online Platform Biology, Miller and Levine 2014 California Focus on Life Science, Pearson Prentice Hall, 2008 California Focus on Physical Science, Pearson Prentice Hall, 2008 Science Spectrum, Holt, 2001 Discover Science - Techbook/Online Platform	0
History-Social Science	American Government in the United States, Great Source Education Group, 2006 American Government, Great Source Education Group, 2006 Economics-Principles and Practices, Glencoe, 2001 A Little History of the World - Pullman Don't Know Much About American History - Davis A History of US: From Colonies to Country 1710-1791, Oxford University Press, 1999 A History of US: Book 5, War Terrible War, Oxford University Press, 2005 Across the Centuries, Houghton Mifflin, 1991 Basic Economics, Basic Books/Perseus Books Group, 2004 The Americans, Houghton Mifflin, 2002 Understanding Psychology, Glencoe-McGraw-Hill,1992 A Little History of the World - Pullman Don't Know Much About American History - Davis A More Perfect Union, Houghton-Mifflin, 1991 Across the Centuries, Houghton Mifflin, 1991 American Government, Steck-Vaugh, 1997 Economics, Glencoe, 2001 Modern World History, McDougal-Little, 2001 The Americans, McDougal, 2003	0
Foreign Language	Voces Y Vistas, Scott Foresman, 1992 Discubre- Spanish, Vista Higher Learning	0
Health	Holt Health, Holt/Harcourt, 1999 Glencoe Health, Glencoe McGraw-Hill, 2009 Health, Glencoe , 2009	0
Visual and Performing Arts	The Heath Introduction to Drama, Houghton Mifflin College, 1992 National Geographic Photography, 2011 Theater: Preparation and Performance, Scott Foresman/Addison Wesley, 1920	0

Science Laboratory Equipment (grades 9-12)	Lab glassware; Chemicals – acids, bases, salts, and compounds; Electronic balances; Bunsen and Merker burners; Compound Microscopes; Lab glassware; Dissection kits	0
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Full custodial services and daily surface sanitation are provided for all buildings, touchpoints, equipment, supplies, restrooms, classrooms, and office spaces.

Significant improvements have been made to the facility in the areas of safety, communication, and power, including enhancing the security of all exterior doors and installing blinds in all classrooms. EDCOE has also made significant improvements to its technology infrastructure, including increasing broadband speeds tenfold, implementing a Voice Over IP phone system, installing cell boosters to enhance communications, providing facility-wide connectivity / Wi-Fi, adding network drops, and offering wireless iPads/monitors/devices for instructional staff/students.

Mountainside Success Academy (MSA) operates on the campus of EDCOE in a modern, state-of-the-art facility, featuring numerous large, well-equipped classrooms and restrooms. Recently, this facility was updated to include a fully operational kiln and ceramics class. EDCOE's maintenance staff provides custodial and maintenance services to MSA on a daily basis. This site uses propane fuel and was noted in the "gas" section.

Mountainside Middle College High School (MMCHS) shares facilities with Folsom Lake College, El Dorado Campus.

Safety and emergency procedures are updated annually in the Safe School Plan, and regular training and drills are held on a monthly basis.

Year and month of the most recent FIT report

January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	57	66	55	59	47	48
Mathematics (grades 3-8 and 11)	26	30	38	46	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	88	65	73.86	26.14	66.15
Female	40	29	72.50	27.50	65.52
Male	46	34	73.91	26.09	64.71
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	15	11	73.33	26.67	45.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	58	44	75.86	24.14	68.18
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	29	15	51.72	48.28	46.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	11	61.11	38.89	18.18

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	88	66	75.00	25.00	30.30
Female	40	29	72.50	27.50	24.14
Male	46	35	76.09	23.91	34.29
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	15	11	73.33	26.67	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	58	42	72.41	27.59	26.19
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	29	18	62.07	37.93	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	11	61.11	38.89	9.09

CAASPP Test Results in Science for All Students

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

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	39.44	25.4	--	--	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	98	63	64.29	35.71	25.40
Female	52	36	69.23	30.77	38.89
Male	46	27	58.70	41.30	7.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	20	13	65.00	35.00	15.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	67	42	62.69	37.31	28.57
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	25	53.19	46.81	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	10	66.67	33.33	--

2024-25 Career Technical Education Programs

Our Student Learner Outcomes, developed in parallel with our Single Plans and WASC Accreditation, closely align with our global Charter programs' mission statement to address the outcomes for all our students, regardless of the program they attend.

- Students are college and career-ready.
- Students demonstrate proficiency in State standards.
- Students individually and collectively solve complex problems and present reasoned arguments through a variety of methods.
- Students demonstrate responsibility, integrity, and perseverance while respecting the rights and responsibilities of citizens in a democratic society.

We prepare all students for graduation, with an emphasis on college and career readiness. The program mission statements for our at-risk programs are updated every three years to better meet the needs of our students.

Our 9-12 programs offer Dual Enrollment opportunities in partnership with the Folsom Lake College El Dorado Center, allowing Charter students to take community college courses concurrently during high school while earning both college and high school credits. Dual enrollment focuses on empowering students to succeed in life and exemplifies this mission by helping them discover new college and career opportunities through direct college experiences and success. With the community college

2024-25 Career Technical Education Programs

located next door, our students can easily participate, and the goal of the AEP is to help each student realize that a college education is attainable for them. Through our dual enrollment program, we aim to offer opportunities for many first-generation college graduates to participate in and succeed in earning a certificate or diploma. The team, which includes an Outreach Specialist from Folsom Lake College, meets with Charter students to support their successful transition into college.

For those interested in high-demand career opportunities, our programs equip students with the vocational, academic, and social skills necessary to transition smoothly to a successful career, post-high school education, or training opportunity. State subject area standards are integrated with vocational and life skills to make learning relevant, applicable, and enjoyable. Classes are designed to actively engage students rather than rely on rote memory or seatwork. We have found that this approach works well with many at-risk students, who tend to be more successful in bodily-kinesthetic learning activities versus lecture-based classes. The program offers unique Career Readiness courses with a focus on developing the skills necessary for success in the workplace or to pursue post-high school training or college. Current opportunities vary at each program but include Culinary Arts, Building Construction, Regional Occupational Programs, and CTE programs through the Los Rios Community College District.

Although we do not offer full Career Technical Education (CTE) courses, CTE standards are often integrated into lessons and supported by field trips and guest speakers. Since the programs do not offer any CTE-approved courses, there is no CTE Advisory Committee. Additionally, we partner with the Regional Occupational Programs (ROP), the El Dorado Union High School District, and Folsom Lake College to offer students further CTE opportunities. The measurable outcomes of these programs and classes are assessed through various means, including GPA, average credits earned, successful course completion, attendance, graduation rates, success in Adv Ed classes, stakeholder surveys on program satisfaction, and overall discipline.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	15
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	2

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	92.39
Graduates Who Completed All Courses Required for UC/CSU Admission	54.43

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	91%	91%	88%	88%	91%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Our programs offer and support various ways for parents to be actively involved in school activities and events. Activities include our School Site Council, Stakeholder Surveys, Client Roundtables, Back-to-School Nights, Open House Nights, ongoing email updates through ParentSquare, and optional participation in field trips. These events offer meaningful opportunities for parents to engage in enriching activities, thereby enhancing the sense of community within our programs. In addition, having parents involved in our School Site Council greatly assists our leadership team in identifying and meeting program goals, as well as defining educational needs.

Our Charter programs utilize a number of online tools that help students and families stay connected to learning and progress. We have integrated our grading system with our attendance system to help ensure students stay on track. Students and families can now go online to check their child's progress. Parent notifications and reminders for school events, as well as emergency information, are also delivered to families through ParentSquare, a new mass-voice/email/text system implemented by Charter to enhance communication with parents. ParentSquare connects schools with families in new ways to provide effective communication, foster positive interactions, and cultivate strong relationships, ultimately enhancing student outcomes and school success. Parents report that they appreciate this method of communication for its immediacy and ease of retrieval. ParentSquare translates into Spanish and is appreciated by our parents who do not speak fluent English.

Stakeholders may subscribe to and receive a whole-school text or email messages by categories of interest through our website. We utilize an integrated grading system/attendance system. Canvas, our online learning management platform, helps ensure students stay on track. Parents and students receive daily email updates or can check their child's grade progress and attendance online in each class. Students submit assignments weekly, which are posted for parents, staff, and administration to view. Canvas is used extensively to communicate with students and parents for assignments, course content, school announcements, and grade book information.

Student handbooks, events, and information about the different programs are updated on each program's respective website. Community members can read overviews and highlights of each program, starting with a description of each program's unique mission and vision. In this way, our potential stakeholders, community members, and local school districts can gain a much better understanding of the menu of educational options offered. All important notices, paperwork, and correspondence with our English Language Learner families are sent to them in both English and Spanish; this includes our Student/Parent

2025-26 Opportunities for Parental Involvement

Handbook, enrollment forms, program brochures, and other relevant materials. All website information is now Accessibility Compliant.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	18.4	19	14	20.9	14.8	14.6	8.2	8.9	8
Graduation Rate	78.2	78.4	72.9	70.1	78.7	71.3	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	107	78	72.9
Female	55	45	81.8
Male	52	33	63.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	21	16	76.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	73	53	72.6
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	14	11	78.6
Socioeconomically Disadvantaged	70	45	64.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	10	71.4

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	332	323	0	0.0
Female	166	160	0	0.0
Male	163	160	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	66	64	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	26	0	0.0
White	216	209	0	0.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	16	16	0	0.0
Socioeconomically Disadvantaged	173	168	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	53	53	0	0.0

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.34	1.64	0.3	2.31	2.25	1.89	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.09	0	0.04	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.30	0.00
Female	0.00	0.00
Male	0.61	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.46	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2025-26 School Safety Plan

The Comprehensive School Safety Plan for Mountainside was last updated in February 2024 and adopted by the Safety Committee in March 2024. The Safety Committee consists of representatives from Law enforcement and local fire department officials, who are formally consulted each fall, as well as on an as-needed basis, to identify hazards, remediate unsafe practices, and recommend safety and health improvements. CAP requires that all staff undergo annual safety-related courses specific to their position within the organization, such as those related to Bloodborne Pathogens, the Healthy Schools Act, and each person's role as a Mandated Reporter. The CSSP and the Injury Illness Prevention Policy can be found at each school campus and on the website.

Full custodial services and daily surface sanitation are provided for all buildings, touchpoints, equipment, supplies, restrooms, classrooms, and office spaces.

Significant improvements have been made to the facility in the areas of safety, communication, and power. To ensure the safety of all staff and students, every classroom and office at each site is equipped with a mass communication speaker/digital display system, enabling communication with families and staff in the event of an emergency. This system also allows for the sending of text, email, or voice messages. Each website and school campus is provided with an emergency binder that includes instructions for various possible emergencies, including fire, earthquake, evacuation, lockdown, shelter-in-place, bomb threat, intruder, and calling 911.

As our campuses continue to experience an increase in the number of students with mental health-related needs, we have hired an in-house Mental Health Counselor and contracted with outside services for mental health life coaching. MMCHS continues to provide professional development to support the mental health of students more effectively and to continually build a positive school climate.

These safety measures are part of our commitment to provide safe learning environments for all students and staff.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	29	0	0
Mathematics	7	36	0	0
Science	10	20	0	0
Social Science	8	28	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	27		1
Mathematics	8	31	1	
Science	10	18		
Social Science	11	26		1

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	17	1	
Mathematics	11	16		
Science	10	14		
Social Science	18	10	2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	290:1

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.3
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	2.0
Other	0

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	20430	2393	18037	97520
District	N/A	N/A	12521	
Percent Difference - School Site and District	N/A	N/A	36.1	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2024-25 Types of Services Funded

Mountainside Middle College High School consists of two program. Both programs have mental health supports which include a mental health clinician, a student success coach, a school counselor, and a mental health associate. These crucial staff members provide individual and small group supports to students on a daily basis and are an integral part of the support systems for students. There is a tiered intervention strategy in place in both programs to provide intervention and academic support for students who are struggling with high school coursework.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	68,005	55,248
Mid-Range Teacher Salary	91,041	80,746
Highest Teacher Salary	116,538	109,655
Average Principal Salary (Elementary)	128,106	133,828
Average Principal Salary (Middle)	148,293	142,253
Average Principal Salary (High)	163,497	149,893
Superintendent Salary		155,954
Percent of Budget for Teacher Salaries		6.12%
Percent of Budget for Administrative Salaries		25.26%

2024-25 Advanced Placement (AP) Courses

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

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

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

Professional Development

Professional development plans are implemented annually based on a variety of student data and are aligned with the Local Control Accountability Plan. Our programs, which serve at-risk students, coordinate professional development days throughout the year on Fridays. Due to the nature of our independent study programs, which provide ongoing weekly meetings between staff and parents/students, the program schedules its professional development activities on days/times other than those days built into our school calendar. When scheduling permits, professional development is aligned across and articulated between our at-risk and independent study programs to maximize staff expertise and the efficient use of time and fiscal resources.

Professional Development

Primary focus areas for professional staff development include meeting State standards, improving performance on the CAASPP, use of assessments, implementing newly adopted core academic materials, providing effective and engaging instruction, continually improving our integration and use of instructional technology, distance learning due to PSPS events or health mandate lockdowns, maintaining and continually improving the school's positive culture, and ensuring compliance and best practices with regard to independent study state law. Our at-risk programs have and will continue to provide professional development in College and Career Readiness, including the implementation of an Dual Enrollment program in partnership with our local community college. Additionally, our community school program provides professional development on universal (instructional) design (UDL). Primary focus areas were selected by stakeholders through our School Site Council based on a review of data.

Professional development and implementation support are delivered through a strong professional learning community (PLC) model, workshops, training, conference attendance, and individual mentoring from administration, staff, and peers, with an emphasis on developing and sustaining performance growth in math and language arts.

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

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