Contra Costa Juvenile Court School

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

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 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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).

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.

Rebecca Vichiquis, Principal

Principal, Contra Costa Juvenile Court School

About Our School

The teachers and staff of the Contra Costa Juvenile Court Schools are dedicated to our school's mission of ensuring that our students experience
Academic improvement and successful transition, while they also gain pro-social skills. Our students come to us
with diverse needs and educational levels. Our priority is to work closely with our students to determine the needs of each student to continue to pursue a high school diploma or high school equivalency, and to focus on career and transition goals. We continue to provide our teachers with quality professional development for implementing new state standards and effective teaching strategies with increased rigor in the classroom. Our teachers are all highly qualified and dedicated to using current educational tools and strategies for meeting students' educational needs to transition back into their home district schools or to college or career. No matter where students are, academically, when they enroll in our school, we meet them where they are, help them improve their skills with positive classroom experiences, and guide them into new avenues for achieving success.

Contact

Contra Costa Juvenile Court School
202 Glacier Dr.
Martinez, CA 94553

Phone: 925-957-2767
E-mail: rvichiquis@cccoe.k12.ca.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Contra Costa County Office of Education
Phone Number	(925) 942-3388
Superintendent	Karen Sakata
E-mail Address	ksakata@cccoe.k12.ca.us
Web Site	www.cocoschools.org

School Contact Information (School Year 2016-17)	
School Name	Contra Costa Juvenile Court School
Street	202 Glacier Dr.
City, State, Zip	Martinez, Ca, 94553
Phone Number	925-957-2767
Principal	Rebecca Vichiquis, Principal
E-mail Address	rvichiquis@cccoe.k12.ca.us
Web Site	www.cocoschools.org
County-District-School (CDS) Code	07100740120444

Last updated: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

Mission: The Mission of the Contra Costa County Juvenile Court School (CCCJCS) is to ensure academic improvement and successful transition while promoting pro-social skills.

CCCJCS was created this year from two existing schools: Mt. McKinley School at Juvenile Hall and Delta Vista at the Orin Allen Youth Rehabilitation Center. It is now one school with two campuses. Mt. McKinley is located in the Juvenile Hall facility in Martinez.

The CCCJCS provides school services to all Juvenile students detained in Contra Costa County. In addition, CCCJCS provides school services to treatment programs run by probation at Juvenile Hall and Orin Allen Youth Rehabilitation Facility. The two placement programs within Juvenile Hall, Youthful Offender Treatment Program and Girls in Motion Program, are serviced through Mt McKinley School in collaboration with Probation and Mental Health. Both therapeutic classes and transitional services provided by Probation staff upon completion of the program are an integral component of the programming. Mt McKinley also provides school services to students who are being detained at Juvenile Hall pending court adjudication.

Each student entering the program spends time in the Assessment Center where a comprehensive assessment of academic skills is completed. In addition, students are oriented to the facility, its operation, and program expectations. The results of the assessments are shared with the student's teacher in order to assist with planning the instructional program.

Students who have been identified as needing special education services are provided supplementary services by the Instructional Support Program. All teachers are certified, and the curriculum is aligned with the state frameworks. Lessons are designed to accommodate classrooms diverse in ability and learning styles.

Students at CCCJS take grade-appropriate academic courses and work on their basic skills to complete appropriate courses or earn high school credits. Both sites are test centers for the General Education Development (GED) and High School Equivalency (HiSET) and the tests are administered to eligible students each month. This school is WASC (Western Association of Schools and Colleges) accredited.

Classes at Mt. McKinley School are part of a modified block schedule. Class composition is determined by living unit and have students of multiple ages, grades and levels. During the course of the day, teachers rotate to 3 units teaching one or two subjects per block. There is a school-wide implementation of standards-based English Language Arts for a 90 minute period daily. All of the subjects required for graduation are taught using current texts correlated to state standards.

The school program at Delta Vista is comprised of 6 courses a day delivered in a modified block schedule. All subjects required for graduation are taught using CCCOE Board approved texts. Students who are nearing graduation and need elective credit may participate in the work experience program. Students who participate in the work experience program are assigned jobs and supervised by Probation. Work experience students are required to complete work-related academic instruction with one of the teachers.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	3
Grade 8	2
Grade 9	4
Grade 10	20
Grade 11	44
Grade 12	39
Total Enrollment	112
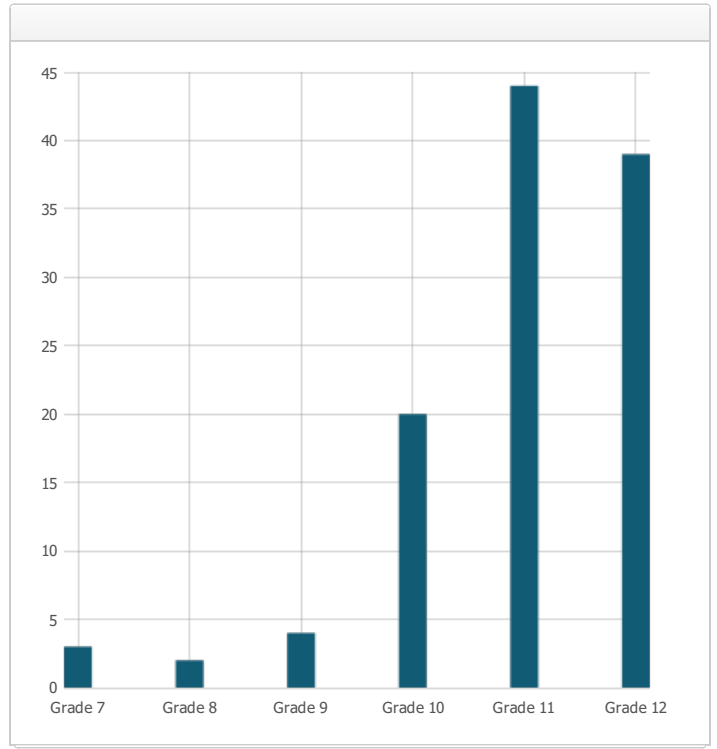
Last updated: 1/31/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	46.4 %
American Indian or Alaska Native	0.0 %
Asian	2.7 %
Filipino	0.0 %
Hispanic or Latino	31.3 %
Native Hawaiian or Pacific Islander	1.8 %
White	16.1 %
Two or More Races	0.9 %
Other	0.8 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	36.6 %
English Learners	18.8 %
Students with Disabilities	42.0 %
Foster Youth	15.2 %

Last updated: 1/31/2017

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	18	11	59
Without Full Credential	0	1	1	7
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	1	1	4
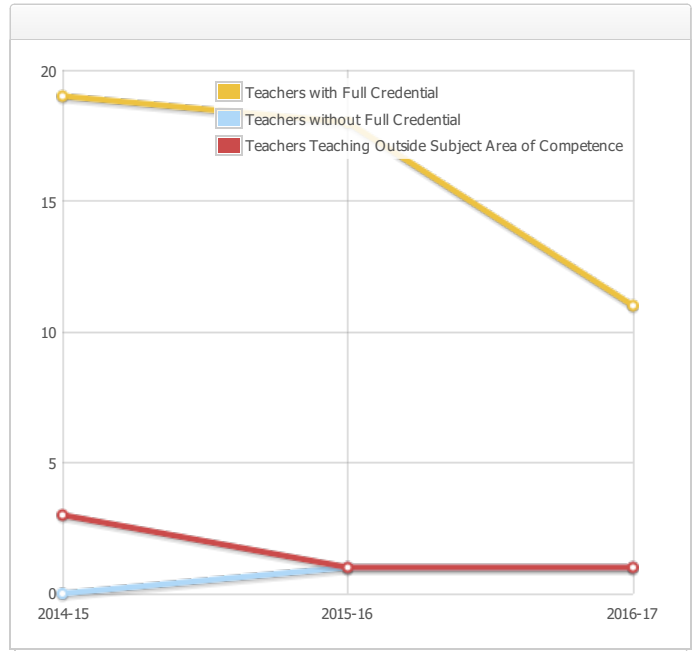
Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
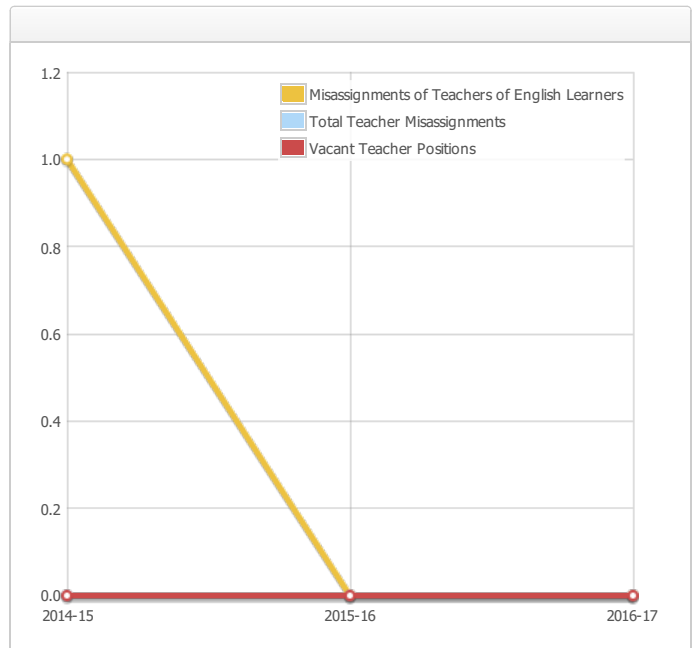
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/31/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	59.0%	41.0%
All Schools in District	91.0%	10.0%
High-Poverty Schools in District	86.0%	14.0%
Low-Poverty Schools in District	93.0%	7.0%

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

Last updated: 1/31/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The textbooks and instructional materials for the Court, Community, and Marchus Schools are adopted and approved by the local Board. Every student, including English Learners, within these programs has access to the adopted textbooks for use both in the classroom and at home.
In addition to core adopted textbooks, teachers also use supplemental and remedial instructional materials to address the specific needs of students and to accommodate their various instructional levels. All students have access to the instructional materials they need. The school is adopting new Math curriculum in March of 2016 and the process is underway for the adoption of new ELA materials, with an expected adoption date of Winter 2017.

Year and month in which data were collected: October 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Character Based Literacy, Santa Clara University (6-12) Keys to Learning, Longman California Keystone, 2009 (4-12) Timeless Voices, Timeless themes, Prentice Hall 2002, 2005 (6-12) Timeless Voices, Timeless Themes II - The American Experience, Prentice Hall 2005 (9-12) Write Ahead, Great Source, 2004 (9-12) Odysseware, (9-12) Adopted 2015		0.0 %
Mathematics	Holt California Course 1,2,and Algebra, Holt Rinehart, Winston (6,7,8) Intervention Kit, Pretice Hall, 2003, (6-12) Go Math, Houghton Mifflin Harcourt, (6-8) Adopted 2016 Life Skills Math, American Guidance Services (AGS), (6-12) Consumer Math and Consumer Math revised, AGS, (6-12) Geometry, McDougal Littell, 2003 (9-12) Algebra II, Glencoe/McGraw Hill 2001 (9-12) Odysseware (9-12) Adopted 2015 Larson Big Ideas, Algebra 1, Houghton Mifflin Harcourt (9-12) Adopted 2016 Larson Big Ideas, Geometry, Houghton Mifflin Harcourt (9-12) Adopted 2016		0.0 %
Science	Focus on Life Science, Prentice Hall 2008 (6-8) Biology, Prentice Hall 2006 (9-12) Focusw on Life Science, Prentice Hall 2008, (9-12) Concepts and Challenges in Life Science, Globe Fearon, 2003 (6-12)		0.0 %

	Focus on Earth Science, Prentice Hall 2008 (9-12)	
	Concepts and Challenges in Earth Science, Globe Fearon 2003 (6-12)	
	Odysseware (9-12) Adopted 2015	
History-Social Science	A History of US, Books 6,7,8,9,10, Oxford University Press, 2005 (6-12)	0.0 %
	Odysseware.com (9-12) Adopted 2015	
	World History Connections to Today, Prentice Hall 2005 (9-12)	
	World Cultures and Geography, McDougall Littell 2003 (9-12)	
	Economics, AGS 2005 (6-12)	
	United States Government, revised, AGS 2005 (6-12)	
Foreign Language		0.0 %
Health	Decisions for Health, Holt Rinehart Winston 2004 (9-12)	0.0 %
	Odysseware.com (9-12) Adopted 2015	
Visual and Performing Arts	Exploring Art, Glencoe McGraw Hill 2005 (9-12)	0.0 %
	Odysseware.com (9-12) Adopted 2015	
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2017

School Facility Conditions and Planned Improvements

Mt. McKinley School was built in 2005. The school has nine classrooms, a library, computer lab, an assessment center and athletic gym and field.

Delta Vista has six classrooms, a baseball field, shop, kitchen, computer lab and garden. The site is in good repair and free of adverse conditions detrimental to student learning. Classrooms at the facility range in age from recent to 40 years old.

While on school sites, students are under direct supervision from classified, certificated, and probation personnel.
Access to school sites is restricted, requiring all visitors to check in at the main office for clearance and registration. Volunteers are required to be interviewed and approved by site administration and to register with the central office Human Resources Department and receive TB clearance. All regular personnel are provided with picture I.D. badges for their use.
All sites are regularly cleaned and maintained by custodial staff employed by the County Probation Department. Facilities maintenance is ongoing and coordinated with the site principal through the Probation Department.

All sites are regularly cleaned and maintained by custodial staff employed by the County Probation Department. Facilities maintenance is ongoing and coordinated with the site principal. Intensive clearning and maintence occurs during student vacation periods in order to minimize impact to the learning enviornment.

Adequate and appropriate classroom and outside space is available. the grounds have been upgraded to current safety codes. Work space and break/lounge areas for staff have been designated. Older facilites have been reconditioned and upgraded. Emergency repairs are typically handles in a timely manner.

The report on facility repair status is for Mt. McKinley. The report for Delta Vista is available upon request.

Last updated: 1/31/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Good

Last updated: 1/31/2017

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	6.0%	9.0%	49.0%	46.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	30.0%	32.0%	34.0%	36.0%

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.

Last updated: 1/31/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	30	55.6%	10.0%
Male	47	27	57.5%	3.7%
Female	--	--	--	--
Black or African American	23	14	60.9%	7.1%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	9	47.4%	11.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	10	47.6%	--
English Learners	13	5	38.5%	--
Students with Disabilities	18	10	55.6%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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.

Last updated: 1/26/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	29	54.7%	--
Male	46	26	56.5%	--
Female	--	--	--	--
Black or African American	22	13	59.1%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	9	47.4%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	9	45.0%	--
English Learners	13	5	38.5%	--
Students with Disabilities	18	10	55.6%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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.

Last updated: 1/26/2017

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	3.0%	15.0%	9.0%	14.0%	57.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Last updated: 1/26/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	34	20	58.8%	15.0%
Male	24	13	54.2%	15.4%
Female	--	--	--	--
Black or African American	14	10	71.4%	10.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	15	8	53.3%	25.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	18	8	44.4%	0.0%
English Learners	--	--	--	--
Students with Disabilities	14	7	50.0%	14.3%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Last updated: 1/26/2017

Career Technical Education Programs (School Year 2015-16)

In the 14-15 school year, in partnership with the ROP/CTE department, we introduced our first CTE Computer Literacy course. This course is designed to give students basic technology skills that can be utilized as they advance in school or in the work force. The number of students enrolled in the course as students are assigned to the facility and then released to their home schools.

In the 15-16 school year, the Computer classes continued at both sites and we also added Odysseyware CTE courses at Mt McKinley.

Last updated: 2/1/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	31
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 2/1/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents are sent a Court and Community School newsletter twice yearly. In addition, quarterly report cards are sent to parents and/or guardians. The Juvenile Hall Auxiliary facilitates ongoing fundraising events and utilizes money raised to provide birthday and holiday gifts, special events, and scholarships to former students for post-secondary education. There are yearly Parenting Trainings offered in collaboration with COPE Family Center.

For special education students, each parent attends an Individualized Education Program (IEP) team meeting for his/her child. Parents also attend transition meetings. In addition, parents are an integral part of the School Site Council. They assist in making decisions on the school-wide action plan.

Parents and other stakeholders are invited to LCAP engagement meetings periodicallly through out the year.

Parents are always welcome to call the school office and find out more about current opportunities.

State Priority: Pupil Engagement

Last updated: 1/31/2017

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

- High school dropout rates; and
- High school graduation rates

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

For COEs that oversee schools that serve high school students, countywide average graduation rates were used for both the schools and the COEs.

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	8.2%	8.0%	5.8%	8.2%	8.0%	5.8%	11.4%	11.5%	10.7%
Graduation Rate	85.90	86.20	89.30	85.60	86.20	89.30	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
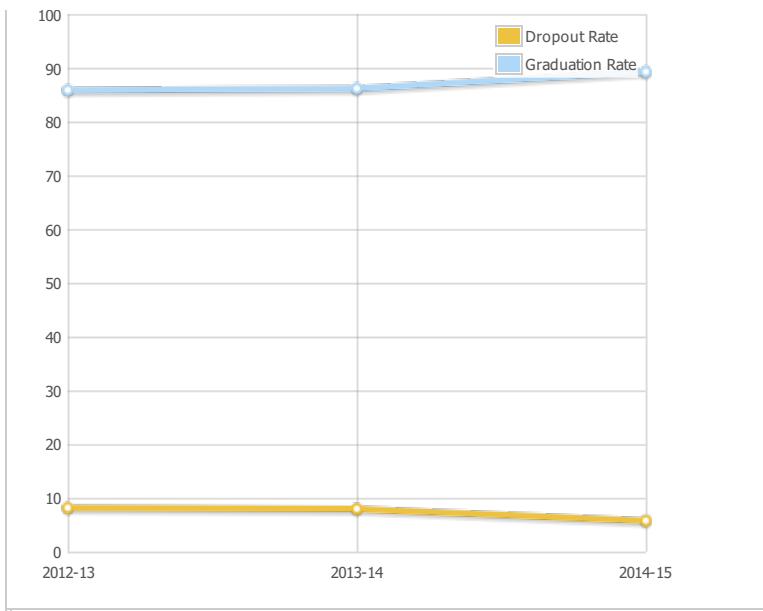
Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

| Student Group	School	District	State
All Students	65	84	85
Black or African American	59	69	77
American Indian or Alaska Native	0	33	75
Asian	0	89	99
Filipino	0	86	97
Hispanic or Latino	60	83	84
Native Hawaiian or Pacific Islander	100	100	85
White	50	88	87
Two or More Races	0	100	91
Socioeconomically Disadvantaged	60	83	77
English Learners	50	61	51
Students with Disabilities	67	42	68
Foster Youth	--	--	--

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.8	3.7	4.9	7.3	6.3	4.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
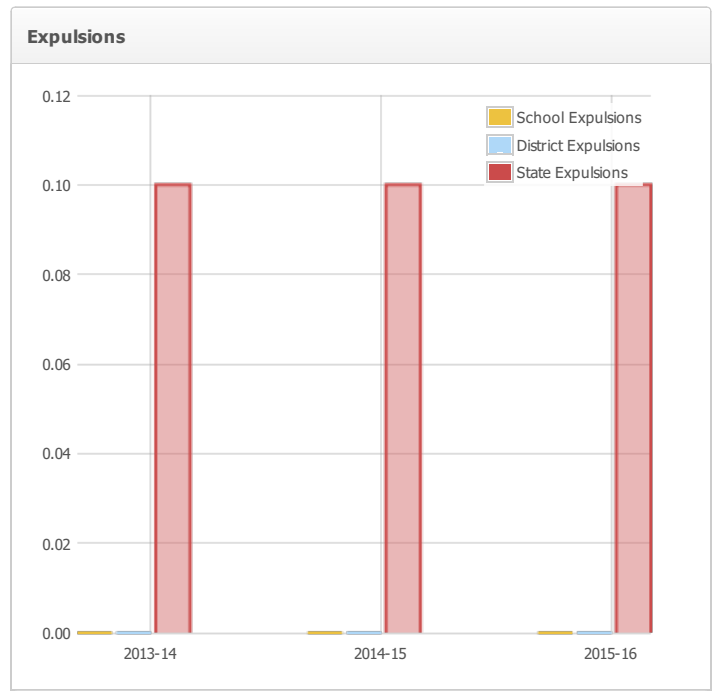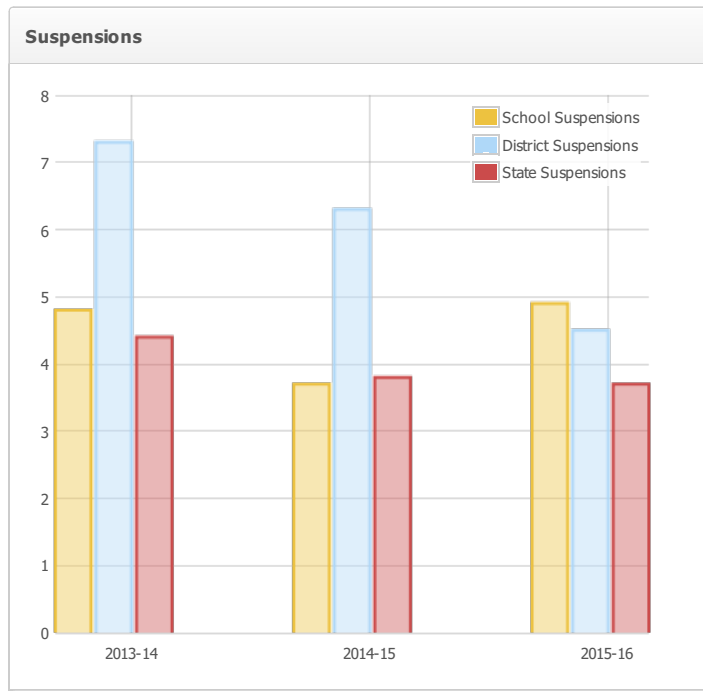
Last updated: 1/31/2017

School Safety Plan (School Year 2016-17)

The following is a brief description of the key elements included in each plan:

- A staff emergency "phone tree", protocol for emergency contacts.
- Community emergency telephone numbers, specific to each region.
- Emergency teams and duties.
- Staff development and minimum day schedules.
- Safety Committee and Leadership Team composition and members.
- Discrimination and harassment policies and procedure for staff and students.
- Procedures for safe ingress and egress of pupils, parents and school employees to and from school.
- Uniform complaint procedures for parents.
- Child abuse laws and reporting forms and procedures.
- "Safe School" initiative information and mission statement.
- Crisis response checklist.
- Safety inspection classroom checklist.
- Policies pursuant to student suspension and expulsion.
- Rules and procedures on school discipline.
- Procedures for staff notification of "intruder on campus."
- Dress code policies and enforcement.
- Disaster procedures and drills protocol.
- School site maps and plans.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in May 2016.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.0%

Note: Cells with NA values do not require data.

Last updated: 1/26/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14 Average Class Size	Number of Classes * 1-22	23-32	33+	2014-15 Average Class Size	Number of Classes * 1-22	23-32	33+	2015-16 Average Class Size	Number of Classes * 1-22	23-32	33+
English	19.0	8	1	0	17.0	8	0	0	17.0	12	0	0
Mathematics	19.0	8	1	0	12.0	8	0	0	16.0	11	0	0
Science	19.0	8	1	0	11.0	7	0	0	16.0	8	2	0
Social Science	19.0	8	1	0	11.0	7	0	0	16.0	8	2	0

* Number of classes indicates how many classrooms 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.

Last updated: 1/29/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	2.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		N/A
Other	3.0	N/A

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

*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.

Last updated: 1/31/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	$0.0	$0.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	$5677.0	$0.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/26/2017

Types of Services Funded (Fiscal Year 2015-16)

At Mt. McKinley High School, services provided include:

- Testing upon arrival

- Academic courses leading to graduation

- Support for students with an Individual Educational Plan

- Reading Intervention program

- Transition support

- Small student - teacher ratio

Last updated: 1/31/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	$
Mid-Range Teacher Salary	--	$
Highest Teacher Salary	--	$
Average Principal Salary (Elementary)	--	$
Average Principal Salary (Middle)	--	$
Average Principal Salary (High)	--	$
Superintendent Salary	--	$
Percent of Budget for Teacher Salaries	11.5%	0.0%
Percent of Budget for Administrative Salaries	9.7%	0.0%

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

Teacher Salary Chart

Principal Salary Chart
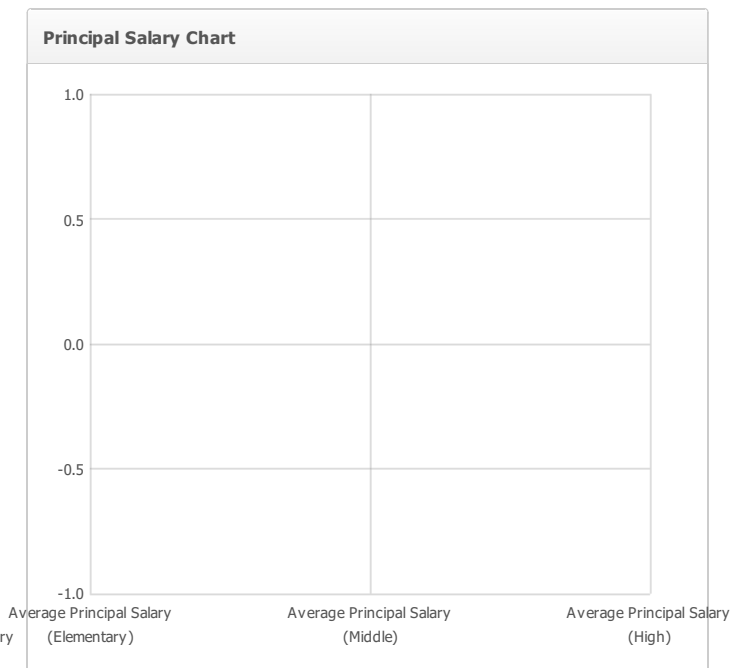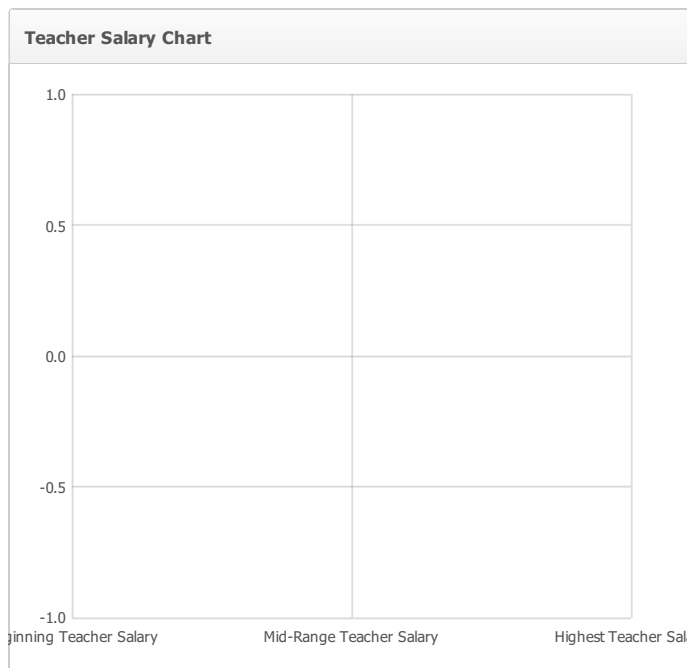
Last updated: 1/31/2017

Professional Development

Certificated staff receive three full days of staff development and classified receive two full day of staff development every year. In 2014-15 school year, these days focused on Math Practices, English Language Development, Arts Integration, classroom management and mandated reporting. In the 2015-16 school year, staff development days focused on Trauma-informed Care, Positive Action and Reading intervention.

Additionally, the CCCOE provides two minimum days per month for staff development related to instructional methods, classroom management and training to address the core curriculum. The content is a direct reflection of the Special Education Program goals, parent survey feedback, State mandated test data and staff needs as related to student performance. A key focus in the past 2 years was the development, training and implementation of a school wide positive behavior management system that was developed in partnership with the Probation department and the University of Cincinnati.

The CCCOE offers support to teachers through a variety of programs, as determined by need. The CCCOE/Saint Mary's College Teacher Induction program provides a collaborative model of support providing a pathway for teachers to clear their credential. Intern teachers participate in the Solano/North Bay/Contra Costa Teacher Intern Program, and are generally referred to the Teacher Induction program once they receive their preliminary credential. Another relatively new teacher support program was created for those teachers who may be new to their assignment. This program is called the New Assignment Mentor Support (NAMS) program and both veteran and new teachers may be eligible. Finally, struggling teachers may be referred to the Peer Assistance Review (PAR) program as a result of an unsatisfactory evaluation. Also, a website has been developed to help all teachers access quality instructional lessons and links to existing exemplary programs. Methods of professional development may include after school workshops individual conferences, peer coaching, classroom visitations, veteran teacher observation and attendance at professional development conferences and meetings.

Last updated: 1/31/2017