



Mt. McKinley School

202 Glacier Dr. • Martinez, CA, 94553 • (925) 957-2764 • Grades 7-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



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School Description

The Contra Costa County Court School Program is part of the Contra Costa County Office of Education. The Program serves students from the eighteen school districts within the Contra Costa County area. The Mt. McKinley Single Plan for Student Achievement (SPSA) is written to address the needs of students served in our Juvenile Court School. Mt. McKinley School (MM) serves students who are housed in the Contra Costa Juvenile Detention Center in Martinez and in the Orin Allen Rehabilitation Facility in Byron. The students in our school are either incarcerated in detention awaiting the outcome of their court proceedings or outside placement or have been sentenced to the treatment program housed inside the facilities. The school is accredited by the Western Association of Schools and Colleges (WASC).

The mission of the Court Schools is to ensure academic improvement and successful transition while promoting pro-social skills. Prior to entering the court school, most of these students have generally scored below proficient on state mandated tests. Most of the high school students enter the program credit deficient and not on track for graduation. Most of the students enrolled in the school also have a history of behavior and attendance issues. Consequently, it is important to not only provide a robust academic curriculum but to also work collaboratively with probation and other support staff to foster the students' social-emotional development.

In 2016-17 the Court Schools served 699 students. The average length of stay was 25 days in Martinez and 43 days at the Byron facility.. As per norms for alternative education programs, students who stay for 90 days are considered our "long term" students. The percent of 90 day + students varies from year to year and comprises a smaller subset of the population. The percentage during the 2016-2017 school year was 23%. This reflects a 1% increase of long term students from the prior year. Our overall ADA decreased by 13% from the previous year. The largest number of students, 31%, came from West Contra Costa County Unified School District. Our next largest district of residence is Antioch with 20% of our students coming from there.

African American students enrolled in the court school at a disproportionate rate. The student ethnicity groups comprising Mt. McKinley School included 52% percent African American, 15% percent White and 29% percent Hispanic. The overall county High School enrollment was comprised of 10% African American, 34% White, and 33% Hispanic. Most students are enrolled in grades 9 - 12, a smaller percentage in grades 7 -8. The Byron complex serves only boys, and Mt. McKinley served about 78% boys and 22% girls. English Learners comprise about 15% of the student population in Mt. McKinley. Special education services are offered to those identified and these students comprise 31% of the population. The CCCOE has a Memorandum of Understanding with the four local SELPAs who provide funding to hire special education staff to serve these students. All students are considered "at risk."

According to the 2016 CALPADS report, 100% of the students in Mt. McKinley qualify in one or more of the targeted subgroups (socioeconomically disadvantaged, foster youth, or English learners). For this reason, the program offerings are school wide, the actions and services noted in this SPSA are targeted to all students, and the data has not been disaggregated by these subgroups.

The Martinez campus is comprised of 8 classrooms on the living units with a computer lab, an Assessment Center, a Transition Center, Due to decreased enrollment, one living unit and attached classroom is currently closed. There are 7 FTE certificated classroom teachers, 3 FTE certificated special education teachers, 2 FTE classified tutors, and 5 FTE classified special education instructional assistants. The office staff included 1 FTE classified Administrative Assistant, 2 FTE classified Data Technicians, 1 FTE Transition Specialist and a 1 FTE Youth Development Specialist, and a 1.5 FTE psychologist. There is also 1 FTE principal and 1 FTE Vice Principal that serve both locations.

The Byron campus has 4 full time teachers, 2 FTE special education instructional aides, a .5 FTE psychologist, a .25 FTE classified Administrative Assistant, 1 FTE certificated special education teacher and a .75 FTE classified tutor.

At both sites, the instructional day is 280 minutes with a minimum day every Wednesday of 180 minutes. Teachers participate in collaborative meetings monthly to review data and identify additional strategies to address behavioral needs and improve student learning. The focus of these programs is to provide curricular and academic opportunities, while modifying behavior with the ultimate goal being successful transition back to the students' home districts. Students take grade appropriate academic courses. Those in high school work on earning high school credits.

All curricula are directly linked to achievement in the California Common Core State Standards, interpersonal, pro-social skill development, basic skill remediation, and the completion of graduation requirements. In our attempt to meet the needs of all learners, our program adopted the state approved reading intervention program, Reading Horizons. The Longman English program serves as our English Language Development program for our English Learners. We also use the intervention programs Catch-up Math, IXL and Odysseyware. The school works with the County Office Curriculum and Instruction Department to pilot, adopt and implement new materials. The Mt. McKinley school follows the state textbook adoption cycle and adopted a new math curriculum, Big Ideas, in 2015-16 and is in the process of selecting a new ELA/ELD curriculum to be implemented in the fall of 2018.

Given the itinerant nature of the student enrollment and the fact that most are short-term, there are some recommended metrics that cannot be addressed, and those are noted below:

High school graduation rate (5E)

High school dropout rate (5D)

Middle school dropout rate (5C)

Graduates completing UC/CSU required courses (4C)

Progress on CELDT (4d) As a court school, we do not have cohorts of students who are with us for multiple years to show progress on CELDT.

EL Reclassification Rate (4E)

Students who pass AP exams, or students who pass AP exams with 3 or higher (4F)

Early Assessment Program (EAP) Test Results (4G)

Chronic Absenteeism (5B)

Attendance Rate (5A)

Other metrics that will likely be used in lieu of those that are unavailable:

Pre Post Test Learning Gains in ELA and Math

Number of students who earn a high school diploma

Number of students who pass one or more sections of a high school equivalency test (GED or HiSET)

Number of students who earn a high school equivalency (GED or HiSET)

Number of students who successfully transition to another school placement, higher education, or employment

Annual parent/student/staff surveys

The students who attend the court schools are primarily absent due to mandatory court appearances, professional visits, or illness. Since these are all considered excused absences, it is not beneficial to measure chronic absence or truancy rates for these students.

We will accomplish our program's mission and help support our local districts by focusing on the following three goals:

Goal 1 : Students will increase achievement in English Language Arts, Reading, Writing and Math and earn credits required to graduate from high school.

Goal 2: Students will increase life skills, participate in transition planning/goal setting and practice positive behaviors in order to be successful.

Goal 3: Foster parent involvement

About the SARC

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, 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 8	3
Grade 9	13
Grade 10	23
Grade 11	30
Grade 12	48
Total Enrollment	117

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	50.4
American Indian or Alaska Native	0
Asian	0.9
Filipino	0.9
Hispanic or Latino	30.8
Native Hawaiian or Pacific Islander	0.9
White	14.5
Two or More Races	0.9
Socioeconomically Disadvantaged	100
English Learners	18.8
Students with Disabilities	36.8
Foster Youth	6

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			
Mt. McKinley School	15-16	16-17	17-18
With Full Credential	18	11	15
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	1	1	3
Contra Costa County Office of Education	15-16	16-17	17-18
With Full Credential	♦	♦	69
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	5

Teacher Misassignments and Vacant Teacher Positions at this School			
Mt. McKinley School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

The textbooks and instructional materials for the Court 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.

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.

Big Ideas was adopted as our Math curriculum in 2017.

ELA teachers are currently piloting Reading with Relevance and we will be adopting new ELA curriculum in Fall 2018.

Teachers in Science and Social Studies are participating in multiple training opportunities to become familiar with the NGSS and History/Social Studies Framework. Teachers are teaching to the new standards drawing from the previously adopted materials as curricula aligned to the new standards are not yet available for these subjects.

Textbooks and Instructional Materials	
Year and month in which data were collected: January 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Character Based Literacy, Santa Clara University (6-12) Adopted 2010 Odysseyware.com, various titles (6-12) Adopted 2015 Keys to Learning, Longman California Keystone (9-12) Adopted 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math, Houghton Mifflin (6-8) Adopted 2015 Larson Big Ideas, Algebra 1, Geometry (9-12) Adopted 2016 Odysseyware.com. various titles (6-12) Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials
Year and month in which data were collected: January 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Focus on Life Science (explorations), Prentice Hall, 2008 (6-8) Adopted 2010</p> <p>Biology, Prentice Hall, 2006 (9-12) Adopted 2010</p> <p>Focus on Life Science (explorer), Prentice Hall, 2008 (9-12) Adopted 2010</p> <p>Focus on Earth Science (explorer), Prentice Hall, 2008 (9-12) Adopted 2010</p> <p>American Guidance Service, 2004 (6-12) Adopted 2010</p> <p>Odysseware.com Science 6,7,8 (6-8) Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>A History of Us Books 6,7, Oxford University Press, 2005 (6-8) Adopted 2010</p> <p>A History of Us Books 8,9,10, Oxford University Press, 2002 (9-12) Adopted 2010</p> <p>World History Connections to Today, Prentice Hall, 2005 (9-12) Adopted 2010</p> <p>World Cultures and Geography, McDougall Littell, 2003 (9-12) Adopted 2010</p> <p>Odysseware.com, History and Geography, World Civilizations, Economics, Government, various titles (6-12) Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Decisions for Health, Holt, Rinehart, Winston, 2004 (9-12)</p> <p>Odysseware.com, Various titles (9-12) Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Visual and Performing Arts	<p>Exploring Art, Glencoe McGrawHill, 2005 (9-12)</p> <p>Odysseware.com, Various Visual and Performing Arts Titles (9-12) Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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. All facilities and grounds are observed and monitored for unauthorized visitors who are reported to the main office for appropriate action. When visitors are approved to be on campus they are given a temporary badge identifying them as a guest. 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.

More intensive cleaning and maintenance occurs during student break/vacation periods in order to minimize impact to learning environment.

All sites are in good repair and free of adverse conditions detrimental to student learning. Emergency repairs are typically handled in a timely manner.

Adequate and appropriate classroom and playground space is available. Playground areas have been recently upgraded to current safety codes. Specialized equipment is accessible for use by students with special needs. Workspace and break/lounge areas for staff have been designated.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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		Windows unkept
Overall Rating	Exemplary	Good	Fair	Poor
		X		

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	Sewer cleanout vent missing
Interior: Interior Surfaces			X	Painting needs
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X	General cleanliness,
Electrical: Electrical			X	Inoperable lights

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Restrooms unkept
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Siding damaged
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Unabated weeds, Grounds unkept
Overall Rating	Exemplary	Good	Fair	Poor

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	3	15	14	57	56	54

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	9	4	46	49	48	48
Math		2	32	30	36	37

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	34	20	58.8	15.0
Male	24	13	54.2	15.4
Black or African American	14	10	71.4	10.0
Hispanic or Latino	15	8	53.3	25.0
Socioeconomically Disadvantaged	18	8	44.4	
Students with Disabilities	14	7	50.0	14.3

* 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. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	45	81.82	4.44
Male	48	40	83.33	5
Female	--	--	--	--
Black or African American	27	23	85.19	0
Filipino	--	--	--	--
Hispanic or Latino	18	16	88.89	6.25
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	45	81.82	4.44
English Learners	11	10	90.91	10
Students with Disabilities	19	18	94.74	5.56
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	47	82.46	2.13
Male	49	41	83.67	0
Female	--	--	--	--
Black or African American	28	24	85.71	4.17
Filipino	--	--	--	--
Hispanic or Latino	19	17	89.47	0
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	47	82.46	2.13
English Learners	11	10	90.91	0
Foster Youth	11	9	81.82	0

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

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 2017-18)

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. Other ways that parents are involved are IEP and transition meetings. In addition, parents are an integral part of the Mt. McKinley School Site Council. They assist in making decisions on the school-wide action plan.

We are in the process of updating our website to provide better information and increased opportunities for involvement from our parent community.

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.

School Safety Plan

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 January 2018.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.7	4.9	6.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	6.3	4.5	4.7
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		50

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	4
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	17	17	24	8	8	4						1
Mathematics	12	14	27	8	8	2						2
Science	11	14	16	7	8	5			1			
Social Science	11	14	15	7	8	6						1

* 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.

Professional Development provided for Teachers

Training and instructional coaching are a priority of the school. We provide our staff with cutting edge professional development and draw on our County Office colleagues in Curriculum and Instruction to provide expert leadership to our teams through our administrators. We also participate in shared training with probation to ensure that all adults in the school present a cohesive and coherent program to the students. Site Administrators participate in weekly Multi-disciplinary team meetings where they bring any issues to the team and pass information about changes back to the school staff. Trainings attended by staff this year are listed below:

Curricular Trainings

Computer Science Principles Training for Computer Teacher- 5 day training
NGSS Roll out #4 for Science Teachers- full day training
STEAM Symposium for Principal and Science Teachers- 3 day conference
Impact Science Curriculum Training for Science Teachers- 1 day training
Reading Horizons Training for Instructional Assistants- 2 day training
Developing Academic Language through Oral Discourse for ELA/Social Studies Teachers- 3 day training
Professional Development Day for All Staff- 2 x year

Other Trainings

Culturally Relevant Pedagogy for Equity Team (8 members from admin, certificated and classified)- 3 day training
Prison Rape Elimination Act (PREA) Training for All Staff- 4 hours for new staff and 2 hr refresher for returning staff
Odysseysware online learning platform Training for All Staff- 2 hours
Back to Basics administrative training for All Staff- 2 hours
Core Correctional Practices for All Staff- 2 day training
LAN School computer monitoring software training for Instructional Assistants- 2 hours

In addition to outside trainings we also have following teams led by a site administrator that meet to discuss implementation and planning:

Logistics and Behavior meeting for All Staff- MONTHLY
SPED teacher meeting- Quarterly
Social Studies Teacher Meeting- bi-monthly
ELA Teacher Meeting- bi-monthly
Math Teacher Meeting- bi-monthly
Science Teacher Meeting- bi-monthly
Equity Team- bi-monthly

Administrators conduct regular walkthroughs to check on implementation and also attend training themselves:

County Office Leadership Council for Principal and Vice Principal- Quarterly
Student Program Principals' meetings for Principal and Vice Principal - Quarterly
COE ELA subcommittee for Vice Principal - Quarterly
COE Social Studies Subcommittee for Vice Principal - Quarterly
COE Math Subcommittee for Principal- Quarterly
COE Science Subcommittee for Principal- Quarterly
NSTA Administrator Institute: Achieving Success with NGSS for Principal- 1 day training
UDL Training for Vice Principal- 3 day conference
Computer Science Principles Training for Vice Principal- 5 day training
Choices Social emotional Training for Vice Principal- 1 day
Juvenile Court, Community, Alternative School Administrator of California Conference for Principal and Vice Principal- 3 day conference

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

At Mt. McKinley services provided include:

- *Testing upon arrival
- *Academic course leading to graduation
- *Support for students with an IEP
- *Reading intervention program
- *Transition support
- *Small student to teacher ratio

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Mt. McKinley School	2013-14	2014-15	2015-16
Dropout Rate	30.6	25.6	50
Graduation Rate	26.53	23.26	21.79
Contra Costa County Office of	2013-14	2014-15	2015-16
Dropout Rate	31.4	31.1	42.6
Graduation Rate	12	14.39	19.75
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	32
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$20,214	\$4091	\$16,123	\$80,109
District	♦	♦		
State	♦	♦	\$6,574	
Percent Difference: School Site/District			-96.8	-0.8
Percent Difference: School Site/ State			145.3	

* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements

Group	Graduating Class of 2016		
	School	District	State
All Students	76.92	90.33	87.11
Black or African American	84.21	87.93	79.19
American Indian or Alaska Native	0	100	80.17
Asian	0	97.37	94.42
Filipino	0	96.97	93.76
Hispanic or Latino	78.57	90.36	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	50	88.19	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	58.33	87.89	85.45
English Learners	100	38.71	55.44
Students with Disabilities	100	51.85	63.9
Foster Youth	100	70	68.19

Career Technical Education Programs

We offer Computer CTE certificate courses in Microsoft Office at both sites. Additionally, students have access to a full menu of CTE courses online through our Odysseyware program.

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 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.