

Mt. McKinley School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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/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 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.

2022-23 School Contact Information

School Name	Mt. McKinley School
Street	202 Glacier Dr.
City, State, Zip	Martinez, CA, 94553
Phone Number	(925) 957-2769
Principal	Brian Murtagh
Email Address	bmurtagh@cccoe.k12.ca.us
School Website	https://www.cccoe.k12.ca.us/cms/one.aspx?pagelid=2978896
County-District-School (CDS) Code	07100740120444

2022-23 District Contact Information

District Name	Mt. McKinley School
Phone Number	(925) 942-3388
Superintendent	Lynn Mackey
Email Address	lmackey@cccoe.k12.ca.us
District Website Address	https://www.cccoe.k12.ca.us/

2022-23 School Overview

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. 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).

"We believe that all students want to learn and are capable of learning. At Mt. McKinley, all students engage in transformative learning according to their individual needs, to achieve their potential, and to positively participate and contribute to their community." the entire school staff worked collaboratively to further define and revise our mission statement cultivated a staff-wide discussion on our existing mission and what our current mission should be. This staff-generated input was gathered and documented, and eventually put together into several drafts which were reviewed and revised by all school staff.

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.

African American students enrolled in the court school at a disproportionate rate. Most students are enrolled in grades 9 - 12, a smaller percentage in grades 7 -8. The Byron Campus serves only boys, and Mt. McKinley served boys and girls. English Learners comprise about 23% of the student population in Mt. McKinley. Special education services are offered to those identified and these students comprise 37% of the population. The CCCOE has a Memorandum of Understanding with the four local SELPAs. All students are considered "at risk."

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.

2022-23 School Overview

The Mt. McKinley campuses are comprised of up to 8 classrooms on the living units with a computer lab, an Assessment Center, a Transition Center. Additionally, the Byron Campus has one open classroom. Due to decreased enrollment, three living unit and attached classroom are currently closed in Martinez, as well as two classrooms in Byron.. There are 7 FTE certificated classroom teachers, 1 FTE certificated special education teacher, and 6 FTE classified special education instructional assistants. The office staff included 1 FTE classified Administrative Assistant, 2 CTE teachers, 1 FTE Transition Specialist, and a 1.0 FTE psychologist. There is also 1 FTE principal that serve both locations.

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 Reading with Relevance program serves as our English Language Development program for our English Learners. We also use the intervention programs Middlebury Education, Freckle Math, Edgenuity, Reading Horizon and Read to Live. The school works with the County Office Curriculum and Instruction Department to pilot, adopt and implement new materials.

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 established student learning outcomes.

Students will become confident, accountable and self-directed learners who can advocate for their own learning through discovery, resilience, transformation, empowerment and community.

Students will:

1. Be able to evaluate their educational transcript and make a realistic academic plan towards graduation
2. Have a strengths-based life plan with measurable short and long term goals
3. Respect themselves, others and the sanctity of life itself
4. Use coping skills when faced with life stressors
5. Be able to ask questions, think critically, and work collaboratively
6. Use organizational and executive functioning skills
7. Use technology to develop skills and demonstrate knowledge
8. Be college and career ready by mastery of below skills

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

Goal 1: Foster respectful and collaborative school cultures that promote students' social-emotional well-being and increased engagement

Goal 2: Provide programs and supports to address students' specific needs in order to increase their learning and to be prepared for a successful transition to their district school and/or to be college and career ready.

Goal 3: Increase parental involvement and engagement in all areas of the school

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	1
Grade 9	20
Grade 10	8
Grade 11	13
Grade 12	7
Total Enrollment	49

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	0.0
Male	100.0
American Indian or Alaska Native	2.0
Asian	2.0
Black or African American	51.0
Filipino	2.0
Hispanic or Latino	26.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	8.2
White	8.2
English Learners	16.3
Foster Youth	10.2
Homeless	4.1
Migrant	0.0
Socioeconomically Disadvantaged	100.0
Students with Disabilities	46.9

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

2020-21 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)	2.40	30.75	161.30	52.88	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	18.40	6.06	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	69.50	22.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.50	69.13	33.70	11.07	12115.80	4.41
Unknown	0.00	0.00	21.90	7.19	18854.30	6.86
Total Teaching Positions	8.00	100.00	305.10	100.00	274759.10	100.00

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.

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)	1.00	16.67	189.00	57.47	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	22.00	6.71	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	9.33	71.40	21.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.90	48.33	22.50	6.85	11953.10	4.28
Unknown	1.50	25.50	23.80	7.25	15831.90	5.67
Total Teaching Positions	6.00	100.00	328.90	100.00	279044.80	100.00

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.50
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.50

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	5.50	2.90
Total Out-of-Field Teachers	5.50	2.90

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Savvas History Social Science was adopted in 2022

Go Math was adopted as our Math curriculum in 2019.

Reading with Relevance was adopted as our ELA curriculum in Fall 2018.

Edgenuity.com is used in the Social Studies and Science disciplines as our A-G aligned curriculum.

In addition, teachers in Science and Social Studies have been 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.

Year and month in which the data were collected

November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading with Relevance, Moving Forward Institute (6-12) Adopted 2018 Edgenuity, various titles (6-12) Adopted 2019	Yes	0%
Mathematics	Go Math, Houghton Mifflin (6-8) Adopted 2015 Larson Big Ideas, Algebra 1, Geometry (9-12) Adopted 2016 Edgenuity, various titles (6-12) Adopted 2019	Yes	0%
Science	STEMscopes NGSS 3D, STEMscopes (6-12) Edgenuity, various titles (9-12) Adopted 2019	Yes	0%
History-Social Science	Savvas History Social Science adopted 2022	Yes	0%

	History and Geography 600 World Civilizations, Edgenuity.com (6-8)		
	Edgenuity, various titles (9-12) Adopted 2019		
Foreign Language	Spanish, French, German, Edgenuity.com (9-12)	Yes	0%
Health	Decisions for Health, Holt, Rinehart, Winston, 2004 (9-12)	Yes	0%
	Edgenuity, various Physical Education/Health titles (6-12) Adopted 2019		
Visual and Performing Arts	Edgenuity, various Visual & Performing Arts titles (6-12) Adopted 2019	Yes	0%
Science Laboratory Equipment (grades 9-12)	Edgenuity, various titles (6-12) Adopted 2019	Yes	0%

School Facility Conditions and Planned Improvements

The Mt. McKinley School -Martinez site is housed in the Contra Costa County Juvenile Hall. The school has nine classrooms, a library, computer lab, an assessment center and athletic gym and field. Because the school is within the Juvenile Hall the Probation Department is responsible for the facility and no FIT report is done by CCCOE.

The Mt. McKinley School- Byron Site is house in the Orin Allen Youth Rehabilitation Facility. CCCOE owns and maintains some buildings on the grounds and provide maintenance of those structures. Therefore, the FIT report focuses on this campus.

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 outdoor space is available. Outdoor areas have been recently upgraded to current safety codes. Workspace and break/lounge areas for staff have been designated.

2022 Fit Report for Byron Campus a score of 95.75% GOOD

Year and month of the most recent FIT report

11/11/22

School Facility Conditions and Planned Improvements

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		carpet stains located
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		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	0	N/A	45	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	21	N/A	33

2021-22 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 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.

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	12	5	41.67	58.33	--
Female	0	0	0.00	0.00	0.00
Male	12	5	41.67	58.33	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 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 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.

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	12	4	33.33	66.67	--
Female	0	0	0.00	0.00	0.00
Male	12	4	33.33	66.67	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	11	5	45.45	54.55	--
Female	0	0	0	0	0
Male	11	5	45.45	54.55	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	5	45.45	54.55	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

We offer Computer CTE certificate courses in Microsoft Office in Martinez as well as CTE Construction with MC3 Curriculum.. Martinez Campus offers CTE Computer Science-CODING opportunities using CS Principles. Byron Campus offers CTE Residential and Commercial Construction and Horticulture opportunities. Additionally, both campuses offer students a full menu of CTE courses online through our Edgeunity program. High School Grads are currently enrolled in college courses at 2 local community colleges.

2021-22 Career Technical Education (CTE) Participation

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

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	0	0	0	0	0

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.

2022-23 Opportunities for Parental Involvement

Quarterly report cards are sent to parents and/or guardians. Parents or guardians of Special Education students receive progress reports on IEP goals quarterly, mailed home with student report cards. There are yearly Parenting Trainings offered in collaboration with COPE Family Center.

We have recently updated our website (<https://www.cccoe.k12.ca.us/cms/one.aspx?pagelid=2978896>) in the hope that parents will be able to access information about the school at any time. We plan to add content about the curriculum and staff in the near future. In addition, quarterly report cards are sent to parents and/or guardians. Parents or guardians of Special Education students receive progress reports on IEP goals quarterly, mailed home with student report cards. 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 in transition bridge 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.

Mt. McKinley has established a School Site Council that serves as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. The Legislative intent for the formation of School Site Councils is that individuals who are most affected by the operation of the school should have a major role in the decisions regarding how a school functions.

Mt. McKinley also has established a ELAC within the Site Council and shall be responsible for the following tasks:

Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.

Assisting in the development of the schoolwide needs assessment.

Ways to make parents aware of the importance of regular school attendance.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		63.6	28.1		8.9	3.6		8.9	7.8
Graduation Rate		12.7	56.3		84	91.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	32	18	56.3
Female	--	--	--
Male	30	18	60.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	18	12	66.7
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	32	18	56.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	13	8	61.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	171	72	20	27.8
Female	22	2	1	50.0
Male	149	70	19	27.1
American Indian or Alaska Native	1	1	0	0.0
Asian	1	1	1	100.0
Black or African American	92	36	13	36.1
Filipino	2	1	0	0.0
Hispanic or Latino	57	27	5	18.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	1	1	100.0
White	12	5	0	0.0
English Learners	25	13	3	23.1
Foster Youth	19	6	2	33.3
Homeless	9	4	2	50.0
Socioeconomically Disadvantaged	171	72	20	27.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	50	27	9	33.3

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.94	2.96	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.75	0.11	4.04	0.20	3.17
Expulsions	0.00	0.00	0.03	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.75	0.00
Female	0.00	0.00
Male	2.01	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	1.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.75	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.75	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.00	0.00

2022-23 School Safety Plan

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

- A staff emergency “phone tree”, a 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 procedures 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 are 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 and presented at the February 2023 Site Council for final review/annual approval prior to board approval.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	4	25		
Mathematics	9	9		
Science	9	11		
Social Science	5	19		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	3	17		
Mathematics	6	7		
Science	6	8		
Social Science	3	16		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	3	15		
Mathematics	4	9		
Science	4	11		
Social Science	4	14		

2021-22 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	0

2021-22 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.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	65,707	22,999	42,703	99,041
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	146.5	

2021-22 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
- *College and Career Pathways
- *Tutoring
- *Curriculum and Instruction Development
- *Instructional Coaching for Teachers
- *Internships
- *Credit Recovery
- *College Concurring Enrollment
- *Social-Emotional Learning and Professional Development
- *Culturally-Responsive Curriculum
- *Special Education
- *Program Teacher
- *Equity and Empathy

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		
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		
Percent of Budget for Administrative Salaries		

2021-22 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 Where there are student course enrollments of at least one student.	0

Professional Development

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. Training attended by staff this year are listed below:

Curricular Trainings

MTSS Program and System Development and Implementation-Monthly
 Renaissance Learning Data Unpacking and Assessment Protocols
 STEMscope Implementation Training and Coaching-Includes pacing guide development and distance learning training
 Middlebury Learning ELD Trainings
 Computer Science Principles Training for Computer Teacher
 NGSS Roll Science Teachers-
 Impact Science Curriculum Training for Science Teachers
 Reading Horizons Training for Instructional Assistants- 2 day training
 Freckle Training for all staff-1 day training
 Ren Reading Trainings for all teachers
 Developing Academic Language through Oral Discourse for ELA/Social Studies Teachers- 3 day training
 Professional Development Day for All Staff- 2 x year
 Partnership with UC Berkeley History and Social Studies Project for planning of ELA / SS curriculum - bi-monthly
 Instructional Coaching with Reading w Relevance for all staff-on going
 Trauma Informed Instructional Training- 3 day
 NAM-New Teacher Mentor Program

Other Trainings

Culturally Relevant Pedagogy for New Teachers (5 new staff) 1 day training
 Prison Rape Elimination Act (PREA) Training for All Staff- 4 hours for new staff and 2 hr refresher for returning staff
 Edgenuity online learning platform Training for new staff for all staff- 1
 Core Correctional Practices for All Staff- 2 day training
 LAN School computer monitoring software training for Instructional Assistants- 2 hours
 Fagen Friedman & Fulfrost (F3) Special Education Symposium (bi-annual)- 8 hours, twice per year (Fall and Spring)
 EPOCH Education Equity Training 5 days (all staff will have attend by July 2020)
 MTSS Cohort Training-day training
 Empathy and Equity Training with Erica Huggins-3 day training

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
 Social Emotional Lessons- bi-monthly
 MTSS meeting for all staff-Monthly

Student and staff schedules allow for 25 focused staff meetings on dedicated Wednesdays to provide professional development.

4 days of non student days are dedicated to professional development.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	25