



Mt. McKinley School-Martinez and Mt. McKinley School-Byron

202 Glacier Dr. • Martinez, CA, 94553 • (925) 957-2769 • Grades 7-12

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2019-20 School Accountability Report Card Published During the 2020-21 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 School 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).

“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.” Our school staff began reviewing our existing school mission beginning with input from the school’s Equity Team starting in the summer of 2018. At our beginning of the year, all-staff professional development and collaboration day in September of 2018, 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.

In 2018-19 the Court Schools served 633 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 2018-2019 school year was 24% (134 of 552). This reflects a 5% decrease of long term students from the prior year. Our overall ADA decreased by 13.5% from the previous year. The largest number of students, 27%, came from West Contra Costa County Unified School District, which is a 1% percent decrease from the year before. Our next largest district of residence is Antioch with 16% 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 48% percent African American, 16% percent White and 30% 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 Campus serves only boys, and Mt. McKinley served 81% boys and 19% girls. English Learners comprise about 17% of the student population in Mt. McKinley. Special education services are offered to those identified and these students comprise 32% of the population. The CCCOE has a Memorandum of Understanding with the four local SELPAs. All students are considered "at risk."

According to the 2018 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, three living unit and attached classroom are currently closed. There are 7 FTE certificated classroom teachers, 2 FTE certificated special education teachers, .50 classified tutors, and 5 FTE classified special education instructional assistants. The office staff included 1 FTE classified Administrative Assistant, 2 FTE classified Data Technicians, 2 FTE Transition Specialist and a .50 FTE Youth Development Specialist, and a 1.0 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 .50 FTE certificated special education teacher and a .50 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 Reading with Relevance program serves as our English Language Development program for our English Learners. We also use the intervention programs Catch-up Math, IXL, Freckle Math, Edgenuity , REading Horizon and Odysseyware. The school works with the County Office Curriculum and Instruction Department to pilot, adopt and implement new materials.

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 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 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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 8	2
Grade 9	25
Grade 10	30
Grade 11	21
Grade 12	15
Total Enrollment	94

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	45.7
Asian	2.1
Filipino	1.1
Hispanic or Latino	38.3
Native Hawaiian or Pacific Islander	1.1
White	9.6
Two or More Races	1.1
Socioeconomically Disadvantaged	100
English Learners	19.1
Students with Disabilities	30.9
Foster Youth	6.4

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 for Mt. McKinley School-Martinez and Mt. McKinley School-Byron	18-19	19-20	20-21
With Full Credential	14	14	7
Without Full Credential	3	1	0
Teaching Outside Subject Area of Competence	1	1	1

Teacher Credentials for Contra Costa County Office of Education	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Mt. McKinley School-Martinez and Mt. McKinley School-Byron

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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.

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.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading with Relevance, Moving Forward Institute (6-12) Adopted 2018 Edgenuity, various titles (6-12) Adopted 2019 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 Edgenuity, various titles (6-12) Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	STEMscopes NGSS 3D, STEMscopes (6-12) Edgenuity, various titles (9-12) Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History and Geography 600 World Civilizations, Edgenuity.com (6-8) Edgenuity, various titles (9-12) Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Spanish, French, German, Edgenuity.com (9-12)

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Decisions for Health, Holt, Rinehart, Winston, 2004 (9-12) Edgenuity, various Physical Education/Health titles (6-12) Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Edgenuity, various Visual & Performing Arts titles (6-12) Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Edgenuity, various titles (6-12) Adopted 2019 The textbooks listed are from most recent adoption: Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12-14-2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms are cleaned regularly
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	EXTERIOR DRINKING FOUNTAIN BASIN IS DIRTY.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	DOOR HAS HOLES RUSTED THROUGH AT BASE
Overall Rating	Good	

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. 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); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	0	N/A	52	N/A	50	N/A
Math	0	N/A	31	N/A	39	N/A

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

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	4	N/A	27	N/A	30	N/A

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

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

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-21)

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.

Our Byron Campus has held several Open House opportunities during visiting hours on Sunday where parents can review student work, meet with school staff, and discuss student progress.

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.

Additionally, Mt. McKinley also has established a ELAC 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.

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 (School Year 2020-2021)

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 in February 2020.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	7.6	7.5	4.1	4.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	8		
Expulsions	0		

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

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
English	39		1	2	4	26			4	25		
Mathematics	57		1	1	6	15			9	9		
Science	56		1	1	7	11			9	11		
Social Science	40		1	2	5	21			5	19		

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	25

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
- 5 Guiding Principles to Distance Learning- 5 days of Training
- 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- 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
- Freckle Training for all staff-1 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
- Partnership with UC Berkeley History and Social Studies Project for planning of ELA / SS curriculum - bi-monthly
- Instructional Coaching for all staff-on going
- Trauma Informed Instructional Training- 3 day

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
- Edgenuity online learning platform Traing for all staff- 1
- 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
- Fagen Friedman & Fulfroost (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

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	38,326	9,958	28,368	93,675
District	N/A	N/A		
State	N/A	N/A	\$7,750	

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-96.8	-0.8
School Site/ State	114.2	

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

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 Dual and Concurring Enrollment
- Social-Emotional Learning and Professional Development
- Culturally-Responsive Curriculum
- Special Education

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	12
% 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

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	81.25
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

Career Technical Education Programs

We offer Computer CTE certificate courses in Microsoft Office at both sites.

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.

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.