



Mt. McKinley School

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Contra Costa COE

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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

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

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	16-17	17-18	18-19
With Full Credential	11	15	14
Without Full Credential	1	1	3
Teaching Outside Subject Area of Competence	1	3	1
Contra Costa COE	16-17	17-18	18-19
With Full Credential	◆	◆	56
Without Full Credential	◆	◆	10
Teaching Outside Subject Area of Competence	◆	◆	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Mt. McKinley School	16-17	17-18	18-19
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 2018-19)

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.

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

Odyssey Ware 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 2019	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading with Relevance, Moving Forward Institute (6-12) Adopted 2018 Odysseware.com, various titles (6-12) Adopted 2015 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 Odysseware.com. various titles (6-12) Adopted 2015 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	Focus on Life Science (explorations), Prentice Hall, 2008 (6-8) Adopted 2010 Biology, Prentice Hall, 2006 (9-12) Adopted 2010 Focus on Life Science (explorer), Prentice Hall, 2008 (9-12) Adopted 2010 Focus on Earth Science (explorer), Prentice Hall, 2008 (9-12) Adopted 2010

	<p>Odysseware.com Science 6,7,8 (6-8) Adopted 2015</p> <p>Edgenuity, various titles (6-12) Adopted 2019</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>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>Edgenuity, various titles (6-12) Adopted 2019</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>Edgenuity, various titles (6-12) Adopted 2019</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>Edgenuity, various titles (6-12) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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) Year and month in which data were collected: 12-26-19		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	MM-Byron
Interior: Interior Surfaces	Fair	MM- Byron; Ceiling Tiles water stained; plug in air freshners
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	MM- Byron; exterior drinking fountain basin dirty
Electrical: Electrical	Good	MM- Bryon; formica trim is missing on countertop
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	MM- Byron-
Safety: Fire Safety, Hazardous Materials	Good	MM- Byron-
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

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.

We have recently updated our website (<https://www.ccooe.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 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.

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 August 2019.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.9	6.3	7.6
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.5	4.7	4.1
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	.5
Resource Specialist (non-teaching)	0
Other	9
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.

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
 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

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
- Thriving on the Vine Leadership Conference for Principal and Vice Principal- 2 day
- Juvenile Court, Community, Alternative School Administrator of California Conference for Principal and Vice Principal- 3 day conference

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	29313	8996	20317	91527
District	◆	◆		
State	◆	◆	\$7,125	
Percent Difference: School Site/District			-96.8	-0.8
Percent Difference: School Site/ State			101.2	

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

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	1

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 <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).

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.