

Mt. McKinley School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Mt. McKinley School
Street	202 Glacier Dr.
City, State, Zip	Martinez, CA 94553
Phone Number	(925) 957-2767
Principal	Brian Murtagh
Email Address	bmurtagh@cccoe.k12.ca.us
School Website	https://www.cccoe.k12.ca.us/cms/one.aspx?pagelId=2978896
Grade Span	7-12
County-District-School (CDS) Code	07100740120444

2025-26 District Contact Information

District Name	Contra Costa County Office of Education
Phone Number	(925) 942-3388
Superintendent	Lynn Mackey
Email Address	lmackey@cccoe.k12.ca.us
District Website	https://www.cccoe.k12.ca.us/

2025-26 School Description and Mission Statement

Mt. McKinley School is a court school located within the Contra Costa County Juvenile Hall and we are part of the Contra Costa County Office of Education schools. Mt. McKinley School serves students who are housed in the Contra Costa Juvenile Detention Center in Martinez from the eighteen school districts within the Contra Costa County area. The students in our school are incarcerated either awaiting the outcome of their court proceedings, pending outside placement at a group home, or have been sentenced to the treatment program housed inside the facilities. Our student population ranges from the 7th grade through high school. We also serve a population of Transition-Aged Youth who have graduated high school and are engaging in community college or vocational training classes. Mt. McKinley school is accredited by the Western Association of Schools and Colleges (WASC) and received a 6-year accreditation in the 2024-25 school year. The mission statement of Mt. McKinley

2025-26 School Description and Mission Statement

School is: "Mt. McKinley School is committed to providing equitable education that empowers all students to overcome challenges, develop essential skills, and become college and career ready in a supportive, inclusive environment."

Mt. McKinley School's academic program consists of five different classrooms, staffed by a credentialed Multiple Subjects teacher and an Instructional Assistant. The classroom program is augmented by a 1.0 FTE Special Education teacher, a 1.0 FTE School Psychologist, a 1.0 Intervention and Program teacher, 2.95 FTE Instructional Assistants, a .5 Special Education Administrator, a 1.0 Transition Specialist, 1.7 FTE Career and Technical Education Teachers (CTE), a 1.0 Educational Liaison, a 1.0 School Administrative Assistant, and a.5 FTE Student Information Systems Specialist. Our college program is supported by a 1.0 Adult Credential Teacher, and a 1.0 Instructional Assistant.

Upon enrollment at Mt. McKinley School, students engage in local assessments which measure their abilities in Reading and Mathematics. A comprehensive review of all school records is completed and students are placed into educational and daily intervention programs which meet their specific needs as well as screened for transition supports such as connection to our districts Youth Services team (to provide supports for McKinney-Vento, Foster Students, and the Workability Program) as well as screened for any transcript and graduation supports such as AB2306 Credit Reductions. Students receive Intervention Services in the areas of reading fluency, Mathematics. All eligible students receive Designated English Language Development support. These interventions are supported through a school-wide Multi-Tiered Systems of Support program which is evaluated and reviewed monthly. Mt. McKinley School's student population is comprised of about 80 students ranging from the 7th grade to college. All students are provided school services and supports for 1300 minutes a week. All curriculum at Mt. McKinley School is University of California A-G and CCCOE Board of Education approved. The school works with the CCCOE Curriculum and Instruction Department to pilot, adopt and implement new materials and receives regular Professional Development in the area of curriculum through both internal and external experts.

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

Goal 1: Execute equitable, high quality instructional programs and provide educational options to ensure every student graduates college and career ready

Goal 2: Establish safe, inclusive, and inviting learning communities that foster increased student engagement and connection to the school.

Goal 3: Fully implement a tiered integrated social-emotional program to support the well-being of all students and staff by promoting prosocial behavior, teaching coping and decision-making skills, and modeling positive relationships.

Goal 4: Engage parents/guardians, families and community partners through education, communication, and collaboration to promote student success.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 8	3
Grade 9	16
Grade 10	10
Grade 11	8
Grade 12	4
Total Enrollment	42

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	11.9
Male	88.1
Asian	2.4
Black or African American	45.2
Hispanic or Latino	40.5
Native Hawaiian or Pacific Islander	2.4
Two or More Races	2.4
White	7.1
English Learners	11.9
Foster Youth	2.4
Socioeconomically Disadvantaged	100
Students with Disabilities	42.9

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.

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	16.67	189	57.47	234405.2	84
Intern Credential Holders Properly Assigned	0	0	22	6.71	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	9.33	71.4	21.71	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.9	48.33	22.5	6.85	11953.1	4.28
Unknown/Incomplete/NA	1.5	25.5	23.8	7.25	15831.9	5.67
Total Teaching Positions	6	100	328.9	100	279044.8	100

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.

2022-23 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)	2.1	27.28	183	55.4	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	15.4	4.69	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.3	16.4	85.9	26.03	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.8	35.17	26	7.88	11746.9	4.23
Unknown/Incomplete/NA	1.6	21.03	19.8	6	14303.8	5.15
Total Teaching Positions	7.9	100	330.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	2.2	31.9	184.4	56.96	230039.4	100
Intern Credential Holders Properly Assigned	0	0	19.3	5.97	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	80.5	24.87	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.7	53.79	16.4	5.09	12112.8	4.34
Unknown/Incomplete/NA	1	14.31	23	7.11	13705.8	4.91
Total Teaching Positions	6.9	100	323.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.50	0.3	0
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.50	1.3	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.90	2.8	3.7
Total Out-of-Field Teachers	2.90	2.8	3.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	66.6	0
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	1.2	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The textbooks and instructional materials for the Court & Community Schools are adopted and approved by the local Board. Every student, including English Learners, within this program has access to these adopted materials for use both in the classroom and outside the classroom (as needed).

Savvas History Social Science was adopted in 2022 and is used as our A-G aligned curriculum.

Big Ideas was adopted as our High School Math A-G aligned curriculum in 2016.

Go Math was adopted as our Middle School Math curriculum in 2015.

Reading with Relevance was adopted as our ELA A-G aligned curriculum in Fall 2018.

Edgenuity is used to supplement ELA/Social Studies/History/Science instruction as needed and is A-G aligned.

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity, various titles, Adopted 2019 Reading with Relevance, Moving Forward Institute (6-12), Adopted 2019	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	0%
Science	STEMscopes, NGSS 3D (6-12), Adopted 2022 Edgenuity, various titles (6-12), Adopted 2019	0%
History-Social Science	Savvas History Social Science, Adopted 2022 (6-12) UC Berkeley History and Social Studies Project (9-12) MS US History and Geography, Edgenuity (6-8) MS World History and Geography, Edgenuity (6-8), Adopted 2019 HS Various Titles, Edgenuity (9-12), Adopted 2019	0%
Foreign Language	Spanish, French, German, Edgenuity (9-12), Adopted 2019	0%
Health	Cardea: Positive Prevention Plus Decisions for Health, Holt, Rinehart, Winston, 2004 (9-12) Edgenuity, various titles (6-12), Adopted 2019	0%

Visual and Performing Arts	Edgenuity, various titles (6-12), Adopted 2019	0%
Science Laboratory Equipment (grades 9-12)	STEMscopes, NGSS, 3D, Adopted 2022 Edgenuity, various titles (6-12), Adopted 2019	0%

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

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. The school is within the Juvenile Hall the Probation Department is responsible for the facility

While on the school site, students are under direct supervision from classified, certificated, and probation personnel.

Access to the school site is restricted, requiring all visitors to check in at the main office for clearance and registration. The facility 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.

The site is 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.

The site is 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.

All items identified as needing correction have been submitted to the facilities departments for fix.

Year and month of the most recent FIT report

12/5/2025

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	ceiling tile stain; peeling paint on door; formica trim is chipped
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		light panel out
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	loose faucet
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements				
Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

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 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: Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). 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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	0	0	49	46	47	48
Mathematics (grades 3-8 and 11)	0	0	26	26	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11	10	90.91	9.09	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
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	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11	10	90.91	9.09	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
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	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	0	11.76	6.45	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	16	13	81.25	18.75	0.00
Female	0	0	0	0	0
Male	16	13	81.25	18.75	0.00
American Indian or Alaska Native	0	0	0	0	0
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	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Providing access to College and Career learning opportunities is one of Mt. McKinley School's goals. In collaboration with our CCCOE District Leaders, Mt. McKinley staff provide opportunities for students to engage in our CTE Computer Science class, CTE Residential Commercial and Commercial Construction Class. Each pathway consists of an Introductory, Concentrator, and Capstone class.

CTE pathways provide additional opportunities for students to complete Industry Standard Certifications such as OSHA 10, First Aid, and coding certifications. These opportunities are provided by the support and training of our district CTE staff. In addition to those training opportunities, Mt. McKinley's CTE teachers can engage in mentoring, training, and professional development opportunities. Mt. McKinley School's CTE staff regularly maintain regular and open communication with our district CTE staff to ensure best practices for CTE Pathways. We also collaborate weekly with the Probation management to ensure we continue to maintain a safe and secure learning environment to all while still providing cutting-edge and relevant learning opportunities for our students. In addition to the professional development and support provided by our district CTE team, Mt. McKinley's CTE staff can attend related conferences to enhance their knowledge and practices in CTE.

Students can participate in additional CTE courses through its online learning management system. Students are annually surveyed on desired CTE options which are presented to the school and district teams to identify the most effective learning opportunities and offerings for our students. All high school graduates can participate in classes at local community colleges.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	33
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	N/A	N/A	N/A	N/A	N/A
Grade 7	0	0	0	0	0
Grade 9	15.6	15.6	15.6	15.6	15.6

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.

2025-26 Opportunities for Parental Involvement

Creating opportunities to engage parents, guardians, and caregivers is a key component to Mt. McKinley's mission and vision. Parents receive quarterly progress reports mailed home which measure student progress (up to five times per year). Students with Disabilities are measured quarterly on their progress towards their Individualized Education Plans (IEP) goals. Parents of students who are enrolled in Court-mandated programs (Briones Youth Academy and Girls in Motion) participate in Multi-Disciplinary Team (MDT) meetings upon enrollment and every six-months thereafter to measure progress towards rehabilitation and graduation. Parents of Students with Disabilities participate in IEP meetings upon enrollment and annually thereafter.

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 separate from the Site Council and shall be responsible for advising the principal and staff on the development, implementation and review of best practices to support its English Learner Population.

Increasing school to home communication and connectedness is one of Mt. McKinley School's goals. It will achieve this by increasing access to classroom to home communication options and increased parent engagement opportunities such as a School-wide messenger service, parent participation in graduation ceremonies, monthly school updates from the principal via phone calls and emails, increasing parent access to student information through our online Aeries Parent Portal, and increased communication from classroom staff to homes. Opportunities for parent engagement and education are shared through flyers (available in the lobby / visiting area), emails, text message, and phone call communications. Monthly Parent / Guardian and Principal meetings are scheduled and held by school administration. This is in addition to the annual Title 1 Parent Engagement meeting. All school communication is provided in English and Spanish, and includes a direct email link for the school administration.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	25	68.2	26.1	5.3	8.4	6.5	8.2	8.9	8
Graduation Rate	65	31.8	52.2	91.6	89.2	89.3	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	23	12	52.2
Female	--	--	--
Male	22	12	54.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	23	12	52.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	13	8	61.5

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	249	76	0	0.0
Female	43	--	--	--
Male	205	69	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	--	--	--
Black or African American	97	34	0	0.0
Filipino	--	--	--	--
Hispanic or Latino	110	32	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	13	--	--	--
English Learners	46	12	0	0.0
Foster Youth	17	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	249	76	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	56	32	0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.4	5.32	6.09	4.77	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.08	0.06	0.05	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.40	0.00
Female	0.00	0.00
Male	0.49	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	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	0.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.79	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The School Safety Plan was last reviewed, updated, and discussed with the school faculty and will be presented at the January 2025 Site Council for final review/annual approval prior to board approval. Mt. McKinley School's Comprehensive School Safety Plan (CSSP) is reviewed with school staff regularly (most recently at 10/30/2024 staff meeting). It is developed and approved by our School Site Council by January of each school year and submitted to our CCCOE School Board for approval in February of each school year. The CSSP includes plans not only for emergencies, but establishes the school's best practices for Uniform Complaints, Child Abuse reporting, Suspension and Expulsion plans, School Discipline rules and guidelines, dress code policy, harassment and discrimination policy, and site maps.

In collaboration with the school's Probation liaison, the CSSP is reviewed in monthly staff meetings. This school year safety plans and procedures were reviewed at staff meetings on 8/27/2025, 9/3/2025, 9/17/2025, 10/29/2025, and 11/05/2025 and input was received from school staff. Information gathered during these staff meetings was used to create the CSSP, and it was reviewed by the SSC on 9/24/2025, 10/8/2025,10/22/2025, and 12/3/2025. Final review and approval of the CSSP was provided by the School Site Council on _____, and then submitted to the CCCOE School Board for approval in February of 2026. The CSSP contains detailed information on required emergency procedures for school staff. This includes expectations for behavior during emergencies and evacuation plans (when appropriate). Staff are regularly consulted about best practices for emergencies such as wearing ID badges, radio communication, guest check-in and clearance procedures, attendance taking requirements, and school-wide sign in and sign out procedures. Staff regularly review disaster procedures and drill protocols and collaborate on drill participation with Probation, in accordance to an approved schedule. All school staff receive annual training for the mandated Prison Rape Elimination Act (PREA) compliance, as mandated by Contra Costa County Probation Department.

Mt. McKinley staff participate in a monthly safety meeting with members from all departments in our facility. Information provided from those meetings is communicated to school staff and input provided, when appropriate. Mt. McKinley staff have an emergency communication phone tree and message services to update staff on procedures in the event of an emergency. All CCCOE administration staff participated in a PREPaRE training highlighting the need for a comprehensive plan for disasters and reunification of staff and students to families, when appropriate.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	14	0	0
Mathematics	4	11	0	0
Science	4	13	0	0
Social Science	4	20	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	10		
Mathematics	7	4		
Science	4	6		
Social Science	6	8		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	8	5		
Mathematics	30		1	
Science	17	1	1	
Social Science	9	4	1	

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	133,059	39,659	93,400	108,456
District	N/A	N/A	135,605	
Percent Difference - School Site and District	N/A	N/A	-36.9	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	157.4	

Fiscal Year 2024-25 Types of Services Funded

At Mt. McKinley services provided include:

*Academic and Social-Emotional Assessment upon enrollment and every 90-days thereafter.

*Access to academic coursework leading to graduation

*A-G approval of all high school coursework

*Support for students with an IEP through an Instructional Support Program

*Reading intervention program

*Designated and Integrated English Language Development supports

*Transition support focusing on college and career opportunities as well as transition back to student's home schools

*Low staff-to-student ratios in all classroom settings

*College and CTE Pathway opportunities such as community college, Pre-apprenticeship training programs, and CTE opportunities in Computer Science

*Curriculum and Instruction Professional Development

*Instructional Coaching for Teachers

*Internships for students

Fiscal Year 2024-25 Types of Services Funded

- *Credit Reduction Screenings for all students.
- *Concurring Enrollment in local community colleges
- *Social-Emotional Learning curriculum and supports
- *Culturally-Responsive Curriculum
- *Special Education Supports
- *Intervention Teacher to reduce days of suspension
- *Increased Art Education opportunities
- *Creative Writing and publishing opportunities
- *Parent Education Opportunities
- *Dual Enrollment Opportunities for High School students

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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		

2024-25 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

Mt. McKinley School participates in Professional Development that is aligned to specific goals in its SPSA and WASC plan. Mt. McKinley staff have two professional development days prior to the beginning of the school year, one Institute Day (a district-wide day of Professional Development), and a Professional Development Day in the Spring semester of each year. Mt. McKinley School staff meet one to two times per month for a Wednesday staff meeting throughout the school year. Staff are given two Wednesday afternoons a month for Staff Collaboration.

Professional Development Days consist of training on new curriculum and teaching strategies for Social Emotional Learning, English Language Arts, Mathematics, Science, and History / Social Science. These trainings focus on how to implement best practices in the classroom and to familiarize staff with new curriculum developments. Staff also have opportunities for classroom specific coaching from community, district, and local leaders in each of these subject areas. Mt. McKinley's Professional Development plans also include staff-selected trainings focusing on the supplemental intervention and support programs for Reading and Mathematics Intervention and English Language Development. The focus of all curriculum-focused PD is to increase the rigor of instruction and to increase student achievement. Mt. McKinley staff meet monthly to review MTSS goals and review student data to adjust or identify needed student-specific interventions. All training and professional development align directly with one of our four aligned LCAP / SPSA / WASC goals (High-quality Instruction, Safe, Inclusive learning environments, Social-Emotional Learning, and Increasing Parent Engagement).

All Mt. McKinley staff are required to participate in Probation mandated trainings. These trainings are offered annually and bi-annually. In addition to Probation required trainings, staff participate in district-mandated trainings for Sexual Harassment, Suicide Prevention, Bloodborne Pathogens, and District policy updates.

In addition to the above training opportunities, all staff have the opportunity for additional Professional Development in the form of conferences and county-wide subject-specific committees. The county-wide subject-specific committees meet monthly and provide selected staff the ability to collaborate with peers across the county and discuss school specific needs and updates to legislation regarding their subjects. All staff are afforded opportunities for off-site conferences which provide options for team building and learning about new methods and practices of instruction for court-school students. Some of these conferences are the annual Juvenile Court, Community and Alternative School Administrators of California conference, the annual MTSS conference, and the California Association of Bilingual Educators.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10