

McKinleyville High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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).

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.

Mr. Nic Collart, Principal

 Principal, McKinleyville High

About Our School

McKinleyville High School is one of two comprehensive high schools in the Northern Humboldt Union High School District.

The school serves a broad area in northern Humboldt County including the communities of McKinleyville, Big Lagoon, Fieldbrook, Orick and Trinidad.

I am proud of our school and firmly believe that Mack High offers something for everybody. At McKinleyville High School students have access to rigorous college prep and college level curriculum (through IB, AP and Honors courses) to help students maximize their potential while creating their own individual plan for success. We have a strong career education program that includes opportunities for students including a thriving Agriculture program, a growing Makers program which are in addition to the traditional offerings of wood, auto and metal shop. We celebrate the fine arts with a highly successful theater arts program, music, art and ceramics. We are home to the only Yurok language and culture class on the North Coast and support an Indian Education program that celebrates the rich history and cultures of all of our North Coast Native peoples. The Indian Ed program develops leadership skills and provides opportunities for students to give back to the greater community. Mack High has a Special Education program that is the home to a diverse group of learners that are served by a devoted and talented staff that work hard to challenge students to meet their potential and support them with a creative and team approach. Staff at McKinleyville High School understands their responsibility to ensure that every student has access to quality education and support services designed to meet individual needs. By working collaboratively with parents, students, community, Board of Trustees and District administration, programs are designed and implemented around the needs of the student. Building a strong vision and mission has been paramount to our strength as a learning community and through this cooperation; our school is planning with the future in mind. Thanks you for taking time to review our SARC. If you have any questions about the information included in this report or would like to discuss any aspect of McKinleyville High School please call our office at 839-6400.

Principal's Comment

Mr. Nic Collart, Principal

Contact

*McKinleyville High
1300 Murray Rd.
McKinleyville, CA 95519-3503*

Phone: 707-839-6400
E-mail: ncollart@nohum.k12.ca.us

About This School

Contact Information (School Year 2018—19)

| District Contact Information (School Year 2018—19) | |
|--|--|
| District Name | Northern Humboldt Union High |
| Phone Number | (707) 839-6481 |
| Superintendent | Roger Macdonald |
| E-mail Address | rmacdonald@nohum.k12.ca.us |
| Web Site | www.nohum.k12.ca.us |

| School Contact Information (School Year 2018—19) | |
|--|--|
| School Name | McKinleyville High |
| Street | 1300 Murray Rd. |
| City, State, Zip | McKinleyville, Ca, 95519-3503 |
| Phone Number | 707-839-6400 |
| Principal | Mr. Nic Collart, Principal |
| E-mail Address | ncollart@nohum.k12.ca.us |
| County-District-School (CDS) Code | 12626871235209 |

Last updated: 1/2/2019

School Description and Mission Statement (School Year 2018—19)

McKinleyville High School is one of two comprehensive high schools in the Northern Humboldt Union High School District. The school serves a broad area in northern Humboldt County including the communities of Big Lagoon, Fieldbrook, McKinleyville, Orick and Trinidad.

Staff at McKinleyville High School understands their responsibility to ensure that every student has access to quality education and support services designed to meet individual needs. By working collaboratively with parents, students, community, Board of Trustees and District administration, programs are designed and implemented around the needs of the student. Building a strong vision and mission has been paramount to our strength as a learning community and through this cooperation; the school is planning with the future in mind. The following statements provide a foundation of beliefs which guide decision-making, allow for assessment of current practice and assist in planning for the future.

Vision Statement

McKinleyville High School will provide a safe and supportive community of learners realizing and developing the talents and abilities of all students through powerful learning experiences.

Mission Statements

1. To collaboratively develop a support system designed to meet academic and emotional needs of students.
2. To foster good citizenship and social skills.
3. To establish an environment in which students are encouraged to investigate, analyze, and conjecture.
4. To offer a diverse menu of engaging educational opportunities.
5. To educate and celebrate the whole person through emphasis of academic rigor, the arts, health, and vocational opportunities.
6. To guide students in project-based learning that utilizes appropriate technology and/or connects with larger communities.

Opportunities for Parental Involvement

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Last updated: 2/9/2017

McKinleyville High School enjoys a position of respect and prominence within the local community. High school events from athletics to student productions to graduation draw support from a broad spectrum of the community. With such a caring and supportive population, the school and students have access to a network of parents, residents and alumni who are concerned about the best interests of the school and students. This relationship between the school and community is definitely one of the significant and unique aspects contributing to the success of our school.

There are several well-organized opportunities for parents to get involved in McKinleyville High School. The School Site Council and the Safe School Committee are required to have parent representatives. Historically, our parent representatives on these organizations have played vital roles in helping establish school policy and the allocation of resources to fund various programs.

The Panther Partners is an organization completely made up of parents and volunteers. They meet the first Monday of each month in the school library. This organization supports a wide range of curricular and extra-curricular activities at the school. Through membership fees and fundraising, they assist school programs financially. These parents also serve as volunteers at various school events such as Homecoming, the music department's "Sweets and Tweets" fundraiser, and the freshmen orientation day, "LINK."

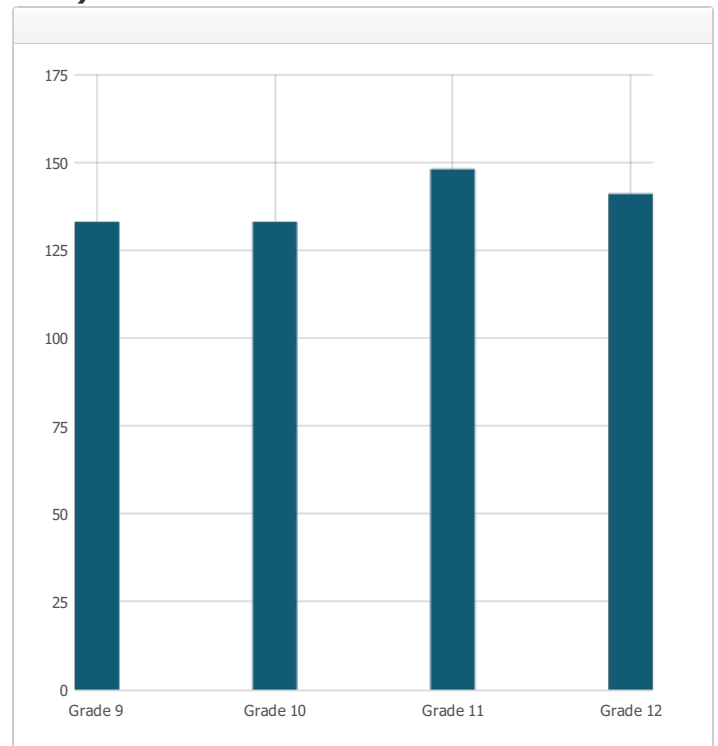
The Grandmas and Grandpas Club is another booster group that supports curricular and extracurricular activities. These elders of the community help to assemble mass mailings for the school, sell and take tickets at athletic events, and prepare and organize food for a number of school events. Many have put their children through McKinleyville High School and continue to help their grandchildren and the school.

Lastly, parents are encouraged to become school volunteers. They can assist teachers, coaches, and support personnel in a variety of ways and simply need to complete an intake process by contacting principal Nic Collart.

Last updated: 1/2/2019

Student Enrollment by Grade Level (School Year 2017—18)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 133 |
| Grade 10 | 133 |
| Grade 11 | 148 |
| Grade 12 | 141 |
| Total Enrollment | 555 |



Last updated: 1/2/2019

Student Enrollment by Student Group (School Year 2017—18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.5 % |
| American Indian or Alaska Native | 8.3 % |
| Asian | 1.4 % |
| Filipino | % |
| Hispanic or Latino | 13.7 % |
| Native Hawaiian or Pacific Islander | 0.4 % |
| White | 66.1 % |
| Two or More Races | 9.4 % |
| Other | 0.2 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 46.5 % |
| English Learners | 1.3 % |
| Students with Disabilities | 20.4 % |
| Foster Youth | 0.5 % |

A. Conditions of Learning

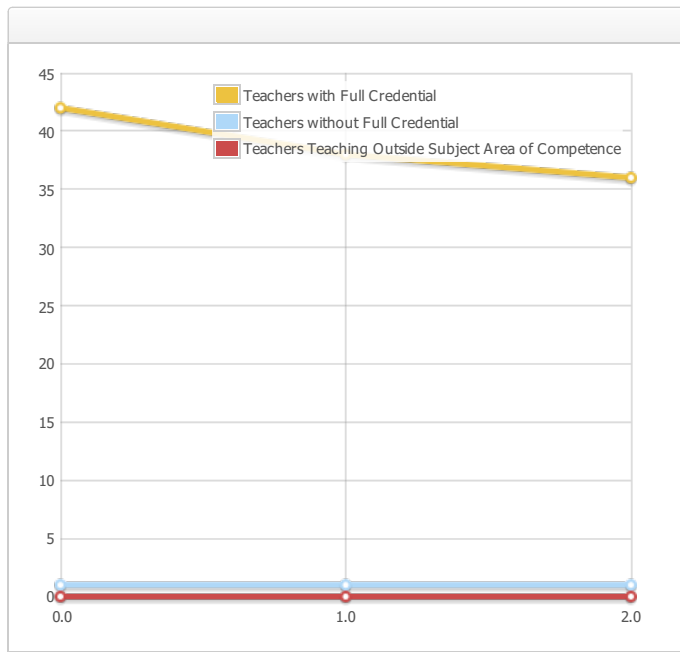
State Priority: Basic

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

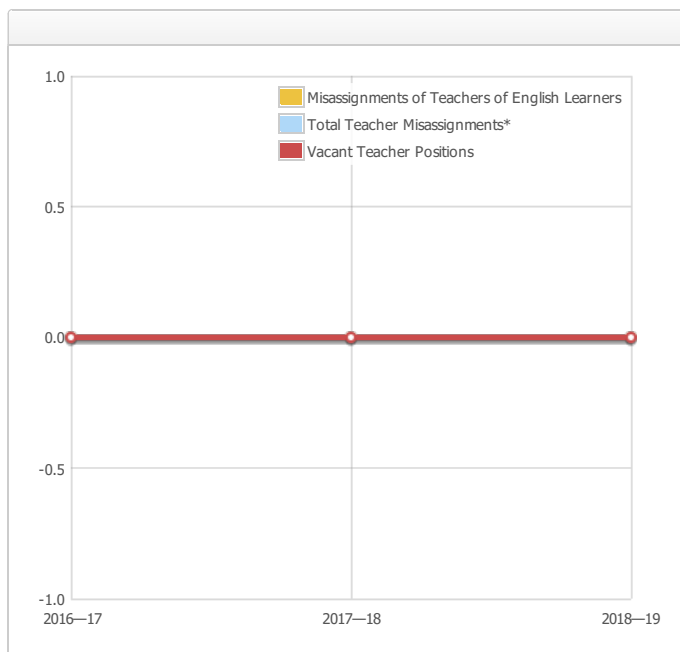
| Teachers | School 2016—17 | School 2017—18 | School 2018—19 | District 2018—19 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 42 | 38 | 36 | 101 |
| Without Full Credential | 1 | 1 | 1 | 1 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 1/3/2019

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016—17 | 2017—18 | 2018—19 |
|--|---------|---------|---------|
| Misassignments of 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.

Last updated: 1/3/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics
- Science
- History-social science
- English/language arts, including the English language development component of an adopted program

Whereas, sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

· Therefore, it is resolved that for the 2018-19 school year, the Northern Humboldt Union High School District, has provided each student with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

Board Approved: August 2018

Year and month in which the data were collected: August 2018

Year and month in which the data were collected: August 2018

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts | Boad approved | Yes | 0.0 % |
| Mathematics | Board Approved | Yes | 0.0 % |
| Science | Board Approved | Yes | 0.0 % |
| History-Social Science | Board Approved | Yes | 0.0 % |
| Foreign Language | Board Approved | Yes | 0.0 % |
| Health | Board Approved | Yes | 0.0 % |
| Visual and Performing Arts | Board Approved | Yes | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 1/2/2019

School Facility Conditions and Planned Improvements

During this past decade, McKinleyville High School completed a seven-year modernization project. Most recent improvements include a new Student Services building that rivals any such facility in the entire Humboldt County region. This structure has been expanded and completely remodeled to more adequately accommodate the numerous student support efforts. The chemistry room was completely updated to reflect a true state of the art facility. In addition, all of the classroom wings have been renovated to provide an exemplary learning and teaching environment. The maintenance and safety of the facilities available to MHS students and staff is of utmost importance to the administration of the Northern Humboldt Union High School District. Safety inspections are conducted monthly and safety-related problems are dealt with promptly and effectively to insure a safe educational environment.

The \$25.8 Measure Q general obligation passed by the voters in November of 2010 has and will continue to enhance our campus. Completed projects include communication and technology upgrades across the campus, renovated bathrooms in the Gym, a remodelled Library Media Center and new bleachers and a snack bar for our athletic facility. Projects to improve our athletic facilities will begin this Spring. For more information on Measure Q with current and future site and District plans please refer to the Northern Humboldt Union High School District website.

McKinleyville High School is one of the nicest school facilities on the North Coast. Visitors consistently comment on the cleanliness of the buildings, the beauty of the grounds, and the overall visual appeal of our school. The custodial staff and district administration take great pride in presenting a facility that creates an environment that fosters success.

Last updated: 1/2/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2018

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: June 2018

| | |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

Last updated: 1/2/2019

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 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 58.0% | 59.0% | 57.0% | 56.0% | 48.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 29.0% | 35.0% | 33.0% | 34.0% | 37.0% | 38.0% |

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.

Last updated: 1/2/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 130 | 124 | 95.38% | 58.87% |
| Male | 59 | 57 | 96.61% | 59.65% |
| Female | 71 | 67 | 94.37% | 58.21% |
| Black or African American | -- | -- | -- | |
| American Indian or Alaska Native | 12 | 11 | 91.67% | 54.55% |
| Asian | -- | -- | -- | |
| Filipino | | | | |
| Hispanic or Latino | 14 | 14 | 100.00% | 42.86% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | |
| White | 90 | 86 | 95.56% | 66.28% |
| Two or More Races | -- | -- | -- | |
| Socioeconomically Disadvantaged | 65 | 61 | 93.85% | 50.82% |
| English Learners | -- | -- | -- | |
| Students with Disabilities | 21 | 17 | 80.95% | 11.76% |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | -- | -- | -- | |

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

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

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

Last updated: 1/2/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 130 | 124 | 95.38% | 35.48% |
| Male | 59 | 56 | 94.92% | 39.29% |
| Female | 71 | 68 | 95.77% | 32.35% |
| Black or African American | -- | -- | -- | |
| American Indian or Alaska Native | 12 | 11 | 91.67% | 9.09% |
| Asian | -- | -- | -- | |
| Filipino | | | | |
| Hispanic or Latino | 14 | 14 | 100.00% | 35.71% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | |
| White | 90 | 87 | 96.67% | 39.08% |
| Two or More Races | -- | -- | -- | |
| Socioeconomically Disadvantaged | 65 | 61 | 93.85% | 26.23% |
| English Learners | -- | -- | -- | |
| Students with Disabilities | 21 | 16 | 76.19% | 6.25% |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | -- | -- | -- | |

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

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

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

Last updated: 1/2/2019

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 2016–17 | School 2017–18 | District 2016–17 | District 2017–18 | State 2016–17 | State 2017–18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8, and high school) | 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 new California Science Test (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.

Last updated: 1/2/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

McKinleyville High School offers a variety of educational experiences to help prepare students to enter the work force. In addition to job skill programs included in our regular course offerings, McKinleyville High School also provides many specialized programs that offer students the opportunity to prepare for gainful employment.

A number of departments include within their curriculum two- and three-week career-oriented programs designed to prepare students for entry-level positions.

Students are able to explore career opportunities, conduct job searches, develop cover letters and resumes, complete mock job applications, and practice interview techniques. With the use of the Career Center, students will have an increased opportunity to receive career information and participate in career-related

decision-making. Beginning with the 2010-11 school year, the Career Choices curriculum was introduced for all freshmen. This curriculum integrated with the existing Technology Essential's, Health, and freshmen English curriculums, helps students develop the knowledge, skills, and attitudes needed to successfully examine their own lives, explore and evaluate a wide range of education and career options, and make reasoned and researched goals for their future. As part of the integration of career information into the mainstream curriculum, the school's academic counselors and some classes utilize the Kuder Navigator Planning System to explore college and career opportunities. Guided by a Career Planning Timeline, Navigator helps students learn about themselves with Kuder's research-based

assessments, build an education plan, and prepare for various options after high school. Students also access tools that prepare them for a world beyond school walls. All data that is saved or created is populated into an electronic portfolio, which students can access throughout their lifetime and share online. Academic counselors also utilize California Career Zone website to assist students with their career needs. Students are also encouraged to take the Armed Services Vocational Aptitude Battery (ASVAB) Test. The test includes an extensive interest inventory that is helpful to many students in making career choices. In addition to our HROP Work Experience course, many other courses on campus promote entry into the work force through specialized instruction. The automotive program's application for an automobile technician-training program in the area of General Service Technician through the National Automotive Technicians Education Foundation, Inc., (NATEF) has been approved and certification was granted in November 2007 and renewed in 2013. This certification allows our students immediate entrance into the work force or give them advantages if they choose to continue their education in automotives upon graduation. Accounting, agriculture, art, building trades, computer applications and programming, drafting, drama, foods, journalism, music, and photography are a sample of other courses and programs taught at McKinleyville High School that provide skills for students to enter the work force directly after graduation. A complete list follows:

- Accounting 1
- Art 1-4
- Studio Art AP
- IB Visual Art (SL/HL)
- Agriculture 1
- Agriculture 2
- Agriculture 3 – Econ & Gov Policy
- Agriculture 4 – Ornamental Horticulture
- Architectural Design 1,2
- IB Architectural Design (SL/HL)
- Auto 1,2
- Ceramics 1
- Advanced Ceramics
- Culinary 1,2
- Drafting 1, 2, 3
- Graphic Design/Yearbook
- Leadership
- Makers
- Metal 1,2,3,4
- Personal Finance
- Photography 1, 2
- Product Innovation and Design
- Wood 1,2,3,4

Last updated: 1/2/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

2017-18 CTE Program data is not currently available due to CALPADS database reconstruction. Therefore the field "Percent of Pupils Completing a CTE Program and Earning a High School Diploma" has been left blank

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | 510 |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | -- |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 0.0% |

Last updated: 1/2/2019

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission | 94.0% |
| 2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission | 51.7% |

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

California Physical Fitness Test Results (School Year 2017—18)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 9 | 15.9% | 18.6% | 34.5% |

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.

Last updated: 1/2/2019

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)

McKinleyville High School enjoys a position of respect and prominence within the local community. High school events from athletics to student productions to graduation draw support from a broad spectrum of the community. With such a caring and supportive population, the school and students have access to a network of parents, residents and alumni who are concerned about the best interests of the school and students. This relationship between the school and community is definitely one of the significant and unique aspects contributing to the success of our school.

There are several well-organized opportunities for parents to get involved in McKinleyville High School. The School Site Council and the Safe School Committee are required to have parent representatives. Historically, our parent representatives on these organizations have played vital roles in helping establish school policy and the allocation of resources to fund various programs.

The Panther Partners is an organization completely made up of parents and volunteers. They meet the first Monday of each month in the school library. This organization supports a wide range of curricular and extra-curricular activities at the school. Through membership fees and fundraising, they assist school programs financially. These parents also serve as volunteers at various school events such as Homecoming and the freshmen orientation day, "LINK."

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Lastly, parents are encouraged to become school volunteers. They can assist teachers, coaches, and support personnel in a variety of ways and simply need to complete an intake process by contacting principal Nic Collart.

State Priority: Pupil Engagement

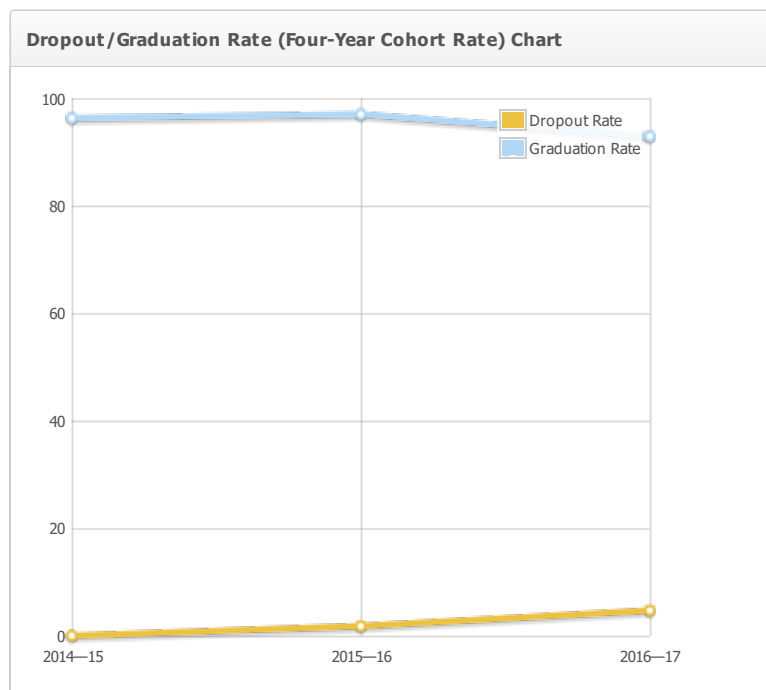
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2014—15 | School 2015—16 | District 2014—15 | District 2015—16 | State 2014—15 | State 2015—16 |
|-----------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Dropout Rate | 0.0% | 1.8% | 2.6% | 3.5% | 10.7% | 9.7% |
| Graduation Rate | 96.3% | 97.0% | 92.9% | 95.0% | 82.3% | 83.8% |

| Indicator | School 2016—17 | District 2016—17 | State 2016—17 |
|-----------------|-------------------|---------------------|------------------|
| Dropout Rate | 4.7% | 5.2% | 9.1% |
| Graduation Rate | 92.9% | 89.4% | 82.7% |



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/2/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Student Group | School | District | State |
|-------------------------------------|--------|----------|-------|
| All Students | 90.2% | 91.1% | 88.7% |
| Black or African American | 0.0% | 100.0% | 82.2% |
| American Indian or Alaska Native | 100.0% | 100.0% | 82.8% |
| Asian | 100.0% | 83.3% | 94.9% |
| Filipino | 0.0% | 0.0% | 93.5% |
| Hispanic or Latino | 66.7% | 87.5% | 86.5% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 88.6% |
| White | 91.0% | 91.5% | 92.1% |
| Two or More Races | 78.6% | 87.2% | 91.2% |
| Socioeconomically Disadvantaged | 100.0% | 100.0% | 88.6% |
| English Learners | 0.0% | 100.0% | 56.7% |
| Students with Disabilities | 65.4% | 71.9% | 67.1% |
| Foster Youth | 0.0% | 60.0% | 74.1% |

State Priority: School Climate

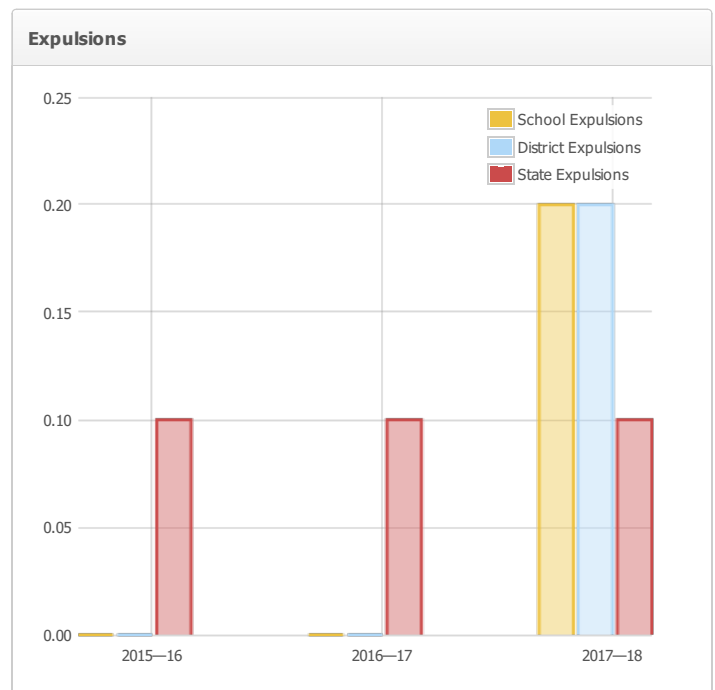
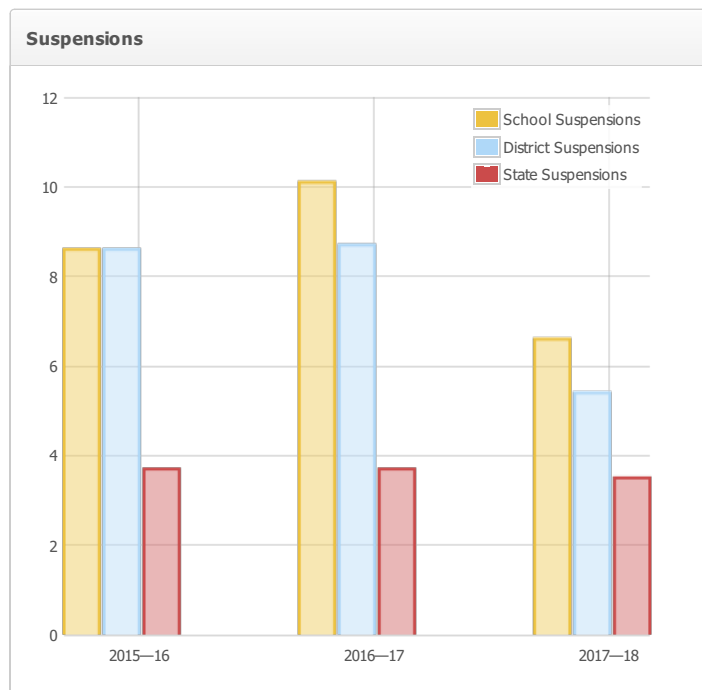
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Percentage Rate

| | School | School | School | District | District | District | State | State | State |
|-------------|---------|---------|---------|----------|----------|----------|---------|---------|---------|
| Rate | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 |
| Suspensions | 8.6% | 10.1% | 6.6% | 8.6% | 8.7% | 5.4% | 3.7% | 3.7% | 3.5% |
| Expulsions | 0.0% | 0.0% | 0.2% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% | 0.1% |



Last updated: 1/2/2019

School Safety Plan (School Year 2018—19)

McKinleyville High School takes pride in maintaining a safe physical and emotional environment for our students, staff and our extended community. We have close working relationships with the Humboldt County Sheriff's Department, the Arcata Police and Fire Departments and the Humboldt County Office of Education. We work as a District team to promote professional development for our staff. We start each year with a Safety Day so students and staff practice all of our emergency protocols, learn basic first aid, and participate in activities that promote healthy social interaction amongst our students. Our comprehensive School Safety Plan is posted on our website and anyone interested on serving on our Safety Committee please contact Assistant Principal Danielle Carmesin.

Last updated: 1/2/2019

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

| Subject | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|----------------|---------------------------|-------------------------------------|--------------------------------------|------------------------------------|
| English | 12.0 | 32 | 7 | 4 |
| Mathematics | 16.0 | 17 | 14 | 2 |
| Science | 16.0 | 12 | 11 | |
| Social Science | 16.0 | 17 | 10 | 2 |

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

| Subject | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|----------------|---------------------------|-------------------------------------|--------------------------------------|------------------------------------|
| English | 8.0 | 39 | 8 | 2 |
| Mathematics | 14.0 | 23 | 10 | 5 |
| Science | 13.0 | 19 | 8 | 3 |
| Social Science | 15.0 | 20 | 10 | 4 |

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

| Subject | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|----------------|---------------------------|-------------------------------------|--------------------------------------|------------------------------------|
| English | 8.0 | 45 | 8 | 1 |
| Mathematics | 11.0 | 32 | 10 | 1 |
| Science | 15.0 | 15 | 8 | |
| Social Science | 9.0 | 35 | 7 | 4 |

* 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.

Last updated: 1/2/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|--|--|
| Academic Counselor | 2.0 | 277.0 |
| Counselor (Social/Behavioral or Career Development) | 1.0 | N/A |
| Library Media Teacher (Librarian) | 1.0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.6 | N/A |
| Psychologist | 1.0 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.5 | N/A |
| Speech/Language/Hearing Specialist | 0.4 | N/A |
| Resource Specialist (non-teaching) | 0.2 | N/A |
| Other | | N/A |

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

*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.

Last updated: 1/2/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | -- | -- | -- | -- |
| District | N/A | N/A | -- | -- |
| Percent Difference – School Site and District | N/A | N/A | 0.0% | 0.0% |
| State | N/A | N/A | \$6574.0 | \$79496.0 |
| Percent Difference – School Site and State | N/A | N/A | 31.0% | 16.0% |

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

Last updated: 1/2/2019

Types of Services Funded (Fiscal Year 2017—18)

MHS has numerous services funded to support student achievement:

Title 1 Program

School Assistant Counselor

Cal-Soap Tutors

School Nurse

School Psychologist

Speech Therapist

Instructional Aides

Transitional Partnership Program/Workability

Indian Education Program

WIOA/Homeless Coordinator

College and Career Coordinator

School Food Program

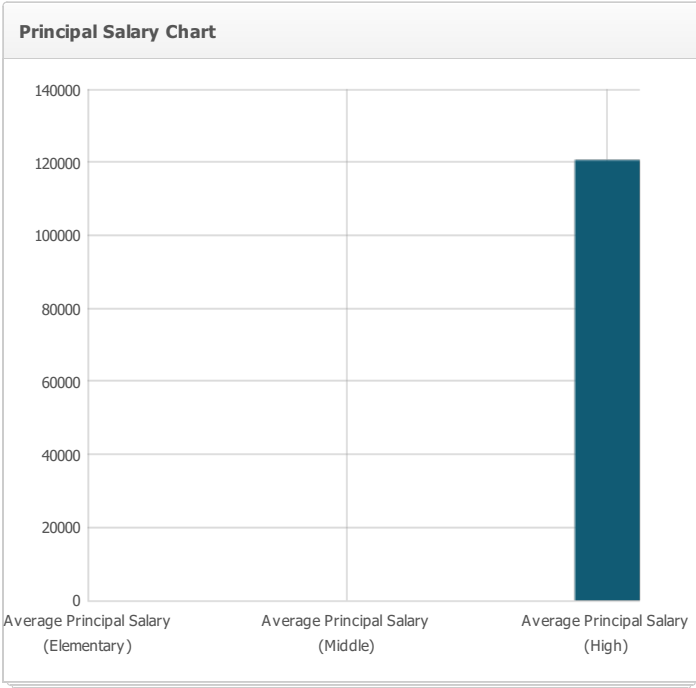
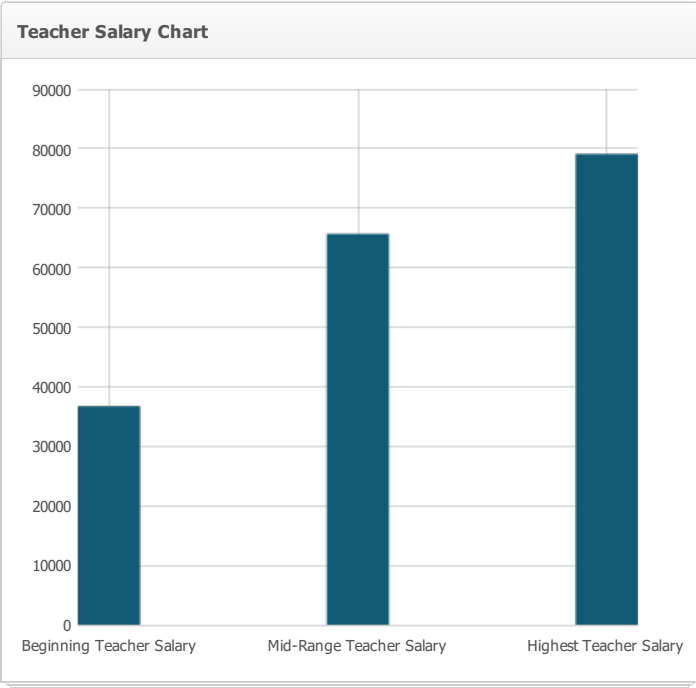
English Language Learner Coordinator

ELL Aide

Last updated: 1/2/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$36,732 | \$48,783 |
| Mid-Range Teacher Salary | \$65,680 | \$80,177 |
| Highest Teacher Salary | \$79,104 | \$104,535 |
| Average Principal Salary (Elementary) | \$ | \$128,506 |
| Average Principal Salary (Middle) | \$ | \$154,350 |
| Average Principal Salary (High) | \$120,592 | \$133,486 |
| Superintendent Salary | \$138,998 | \$181,868 |
| Percent of Budget for Teacher Salaries | 30.0% | 32.0% |
| Percent of Budget for Administrative Salaries | 5.0% | 6.0% |



Last updated: 1/2/2019

Advanced Placement (AP) Courses (School Year 2017—18)

McKinleyville High School offers both Advanced Placement and International Baccalaureate classes including the option to pursue an IB Diploma

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | N/A |
| English | 3 | N/A |
| Fine and Performing Arts | 11 | N/A |
| Foreign Language | 6 | N/A |
| Mathematics | 3 | N/A |
| Science | 3 | N/A |
| Social Science | 3 | N/A |
| All Courses | 29 | 30.6% |

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

*Where there are student course enrollments of at least one student.

Last updated: 1/2/2019

Professional Development

The Northern Humboldt Union High School District is committed to ongoing staff training and curriculum development. During the past several years, many staff members have participated in training programs to learn new techniques and teaching strategies, and in some cases to become trainers themselves. In addition, staff members have traveled throughout the state and nation to research and learn about new curriculum ideas to bring back to the classrooms of McKinleyville High School.

MHS participates in the Teacher Induction Program (TIO) program. This program has been extremely beneficial in providing new employees with the tools necessary to experience success as first-year teachers at our school.

The high schools of the Northern Humboldt Union High School District have adopted Common Core State Standards across the curriculum. Departments are aligning their curriculum to the new standards, and are developing assessment tools and techniques that will report on student progress. We are continuing the practice of using Instructional Coaches to work with teachers to provide professional development in large and small groups as well as working individual teachers to both implement the Common Core and to develop more student centered classrooms.

During the 2017-18 The McKinleyville High School Math, Science, Special Education and English departments worked in collaboration with 8th grade teachers through the E=MC2 grant provided by the Cowell Foundation. The grant's purpose is to increase rigor and engagement in the classrooms using the Common Core State Standards and through vertical articulation.

During the 2017-18 School year the district leadership team began developing a district wide Multi-Tiered System of Supports (MTSS) entitled the "Northern Humboldt Way" and all staff participated in school site PD days around the subject of Differentiated Instruction

Last updated: 1/2/2019