

# McKinleyville High

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.



### Roger Macdonald, 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. We are the only comprehensive high school north of Santa Rosa to offer the International Baccalaureate diploma program and encourage students to participate in whatever capacity that works for them. This program works in tandem with our other college preparatory offerings 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 to earn NATEF certification in the Auto program as well as a thriving Agriculture program which in addition to the traditional offerings of wood 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.

#### Contact

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

Phone: 707-839-6400

E-mail: [rmacdonald@nohum.k12.ca.us](mailto:rmacdonald@nohum.k12.ca.us)

# About This School

## Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
<b>District Name</b>	Northern Humboldt Union High	<b>School Name</b>	McKinleyville High
<b>Phone Number</b>	(707) 839-6481	<b>Street</b>	1300 Murray Rd.
<b>Superintendent</b>	Chris Hartley	<b>City, State, Zip</b>	McKinleyville, Ca, 95519-3503
<b>E-mail Address</b>	<a href="mailto:chartley@nohum.k12.ca.us">chartley@nohum.k12.ca.us</a>	<b>Phone Number</b>	707-839-6400
<b>Web Site</b>	<a href="http://www.nohum.k12.ca.us">www.nohum.k12.ca.us</a>	<b>Principal</b>	Roger Macdonald, Principal
		<b>E-mail Address</b>	<a href="mailto:macdonald@nohum.k12.ca.us">macdonald@nohum.k12.ca.us</a>
		<b>County-District-School (CDS) Code</b>	12626871235209

*Last updated: 2/9/2017*

## School Description and Mission Statement (School Year 2016-17)

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

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."

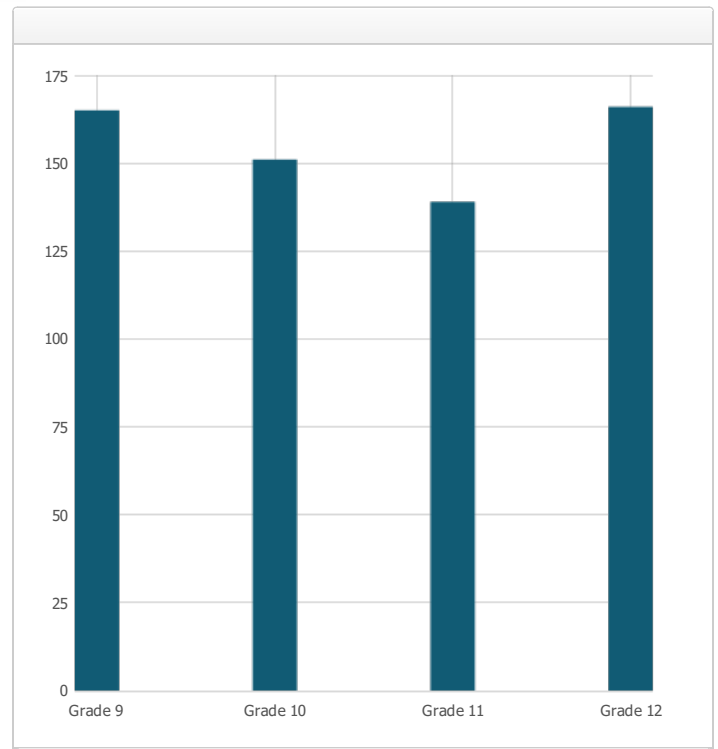
The Grandmas and Grandpas Club is another booster group that supports curricular and extracurricular activities. These elders of the community help to assemble mass mailings for the school, sell and take tickets at athletic events, and prepare and organize food for a number of school events. Many have 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 Roger Macdonald.

*Last updated: 2/9/2017*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Grade 9	165
Grade 10	151
Grade 11	139
Grade 12	166
Total Enrollment	621



Last updated: 2/7/2017

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	7.4 %
Asian	0.6 %
Filipino	0.0 %
Hispanic or Latino	9.7 %
Native Hawaiian or Pacific Islander	0.2 %
White	68.6 %
Two or More Races	12.1 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	37.2 %
English Learners	1.6 %
Students with Disabilities	17.9 %
Foster Youth	0.8 %

Last updated: 2/7/2017

## 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

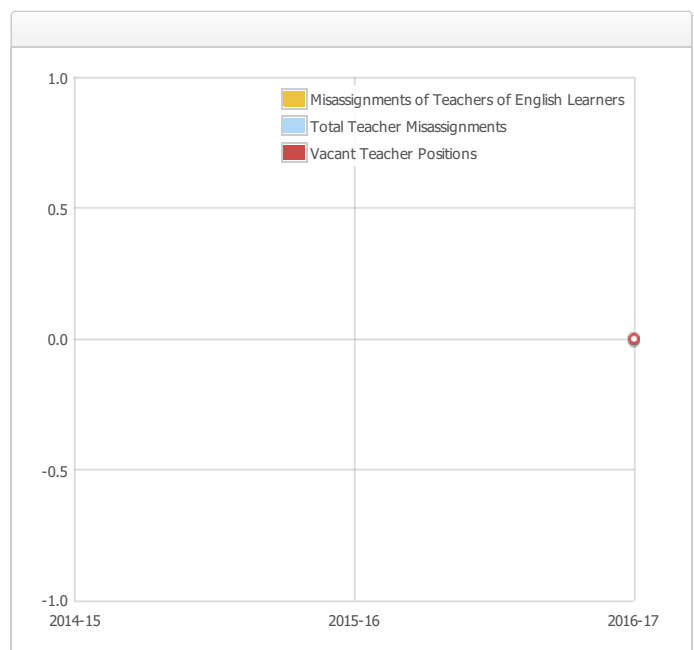
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential			42	107
Without Full Credential			1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	0



Last updated: 2/7/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			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: 2/7/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	96.0%	4.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 2/7/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: August 2016

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Board 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 Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 2/7/2017*

## 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: 5/23/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: April 2016

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		
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: April 2016

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

*Last updated: 5/23/2017*



## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	76.0%	59.0%	66.0%	54.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	34.0%	38.0%	35.0%	36.0%	34.0%	36.0%

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.

*Last updated: 2/7/2017*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	130	123	94.6%	59.0%
Male	72	69	95.8%	47.1%
Female	58	54	93.1%	74.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	12	12	100.0%	50.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	97	92	94.9%	63.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	48	46	95.8%	51.1%
English Learners	--	--	--	--
Students with Disabilities	21	19	90.5%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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: 2/7/2017*

**Mathematics - Grade 11**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	130	123	94.6%	38.0%
Male	72	69	95.8%	34.3%
Female	58	54	93.1%	42.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	12	12	100.0%	25.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	97	92	94.9%	42.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	48	46	95.8%	38.6%
English Learners	--	--	--	--
Students with Disabilities	21	19	90.5%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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: 2/7/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	64.0%	57.0%	50.0%	69.0%	60.0%	52.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: 2/7/2017

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	144	135	93.8%	49.6%
Male	69	64	92.8%	56.3%
Female	75	71	94.7%	43.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	16	16	100.0%	31.3%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	101	93	92.1%	54.8%
Two or More Races	16	15	93.8%	53.3%
Socioeconomically Disadvantaged	55	50	90.9%	30.0%
English Learners	--	--	--	--
Students with Disabilities	23	19	82.6%	26.3%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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: 2/7/2017

## Career Technical Education Programs (School Year 2015-16)

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:

Art 1-4

Agriculture 1

Agriculture 2

Agriculture 3 – Econ & Gov Policy

Agriculture 4 – Ornamental Horticulture

Computerized Accounting

Adv Computer Accounting

Ceramics

Advanced Ceramics

Work Experience

Dance 1 & 2

Technology Essentials 1

Building Trades/Carpentry

IB Visual Art 1 (HL)

Technology Essentials 2

Drafting 2-4 (CADD)

IB Visual Art 2 (HL)

Computer Programming 1

Architectural Design

AP Studio Art

AP Computer Programming

Automotive Auto Body

Photography

Graphic Design/Yearbook

Advanced Photography

Culinary Arts 1-3

Auto Technology 1

Advanced Auto Technology

Advanced Theater Workshop

Drama 1-2

IB Theatre Arts 1 (HL)

IB Theatre Arts 2 (HL)

Metal 1-4

Wood 1-4

Journalism

Advanced Journalism

Drafting 1(CADD)

Last updated: 2/7/2017

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	496
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	75.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	25.0%

Last updated: 2/7/2017

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	94.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	53.2%

# 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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.6%	16.8%	44.1%

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: 2/7/2017



## 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 schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

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."

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 Roger Macdonald.

### State Priority: Pupil Engagement

*Last updated: 2/7/2017*

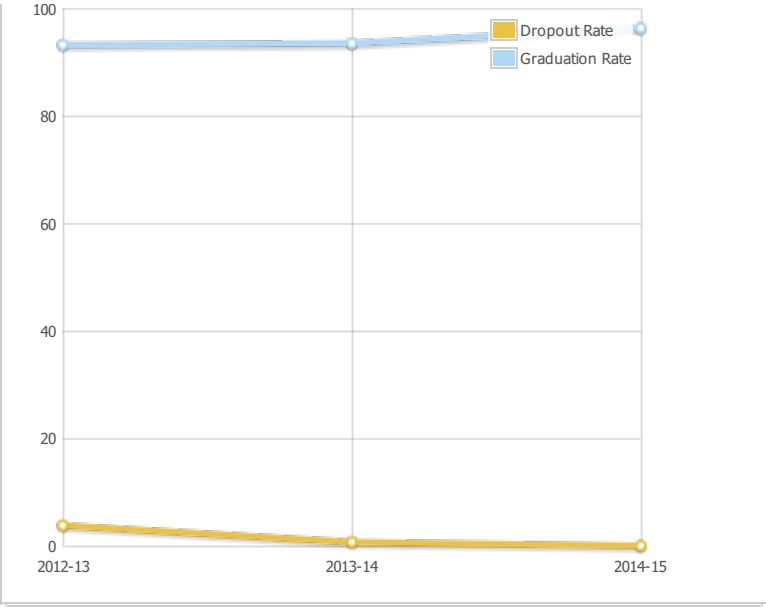
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.8%	0.7%	0.0%	5.9%	4.3%	2.6%	11.4%	11.5%	10.7%
Graduation Rate	93.20	93.50	96.30	96.00	97.60	98.60	80.44	80.95	82.27

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/7/2017

**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	88	91	85
Black or African American	0	67	77
American Indian or Alaska Native	100	90	75
Asian	0	82	99
Filipino	0	0	97
Hispanic or Latino	89	88	84
Native Hawaiian or Pacific Islander	33	67	85
White	92	93	87
Two or More Races	87	81	91
Socioeconomically Disadvantaged	100	100	77
English Learners	0	33	51
Students with Disabilities	57	76	68
Foster Youth	--	--	--

# State Priority: School Climate

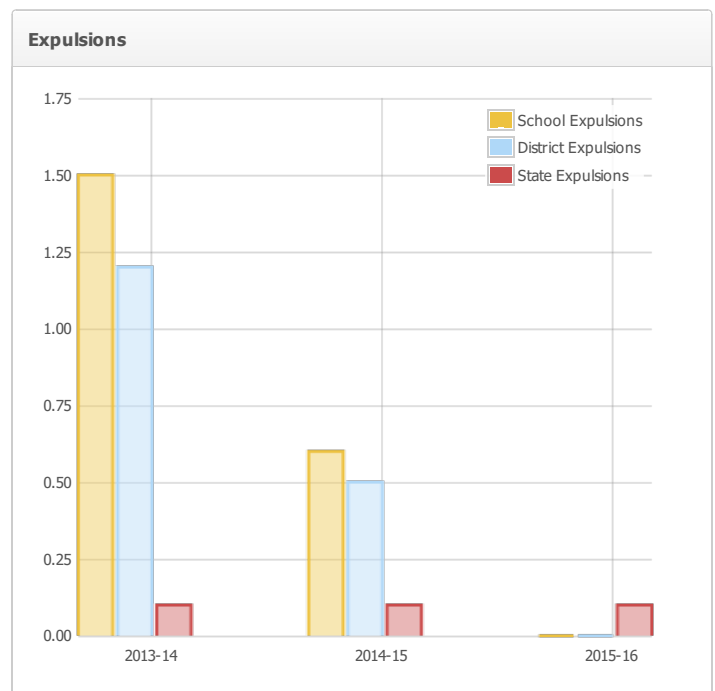
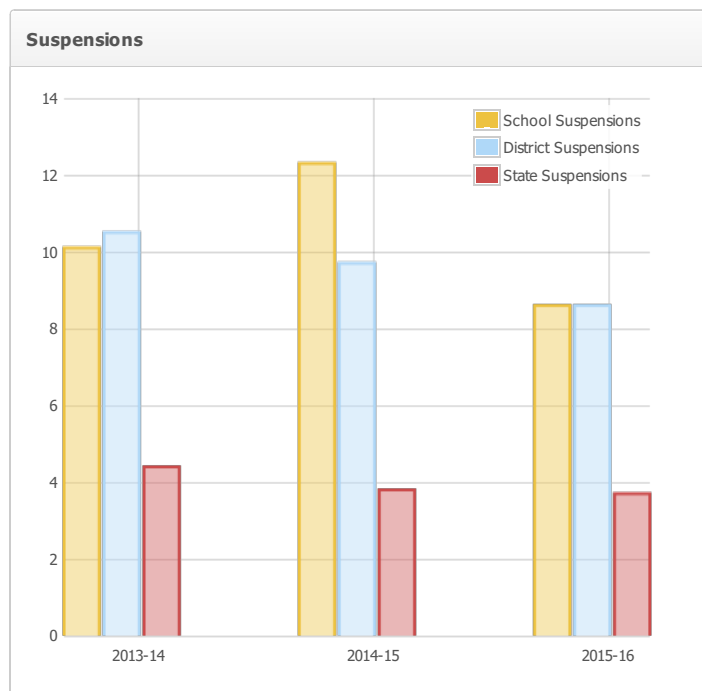
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

## Suspensions and Expulsions

Percentage Rate

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	10.1	12.3	8.6	10.5	9.7	8.6	4.4	3.8	3.7
Expulsions	1.5	0.6	0.0	1.2	0.5	0.0	0.1	0.1	0.1



Last updated: 2/7/2017

## School Safety Plan (School Year 2016-17)

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 Nic Collart.

Last updated: 2/7/2017

### 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.

#### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

*Last updated: 2/7/2017*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14.0	31	13	4	14.0	29	11	8	23.0			
Mathematics	16.0	21	9	7	15.0	23	11	6	27.0			
Science	21.0	7	12	1	18.0	11	9	1	28.0			
Social Science	21.0	10	8	6	18.0	21	8	7	29.0			

\* 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: 2/7/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	310.0
Counselor (Social/Behavioral or Career Development)	1.5	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		N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other	0.5	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: 2/7/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$11753.0	\$3889.0	\$7864.0	\$67018.0
District	N/A	N/A	\$7864.0	\$67018.0
Percent Difference – School Site and District	--	--	0.0%	0.0%
State	N/A	N/A	\$5677.0	\$75859.0
Percent Difference – School Site and State	--	--	5677.0%	75859.0%

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

Last updated: 2/7/2017

**Types of Services Funded (Fiscal Year 2015-16)**

McKinleyville High School supports a Special Education program that serves the needs of students across a broad spectrum. In addition to the traditional Special Day and Resources classes we offer a Life Skills program for students with more severe learning delays and the Eagle Point program for emotionally disturbed students. We consider the diversity of learners a gift that enriches our campus culture and appreciate all of the support that we receive from both the District and the Humboldt County Office of Education to make these programs a success.

We have a Title 1 Coordinator and Aide that work with staff to ensure that or Title 1 students are receiving the best possible education and employ an English Language Learner Coordinator and aide to do the same with our students for whom English is a second language.

Our Student Services department consists of the MHS Assistant Principal, Dean of Students, Crisis Counselor, School Psychologist and two Academic Counselors. This group meets weekly and seeks input from faculty to make sure that any of our students who are in crisis or appear to be struggling with school receive the support that they need.

*Last updated: 2/7/2017*

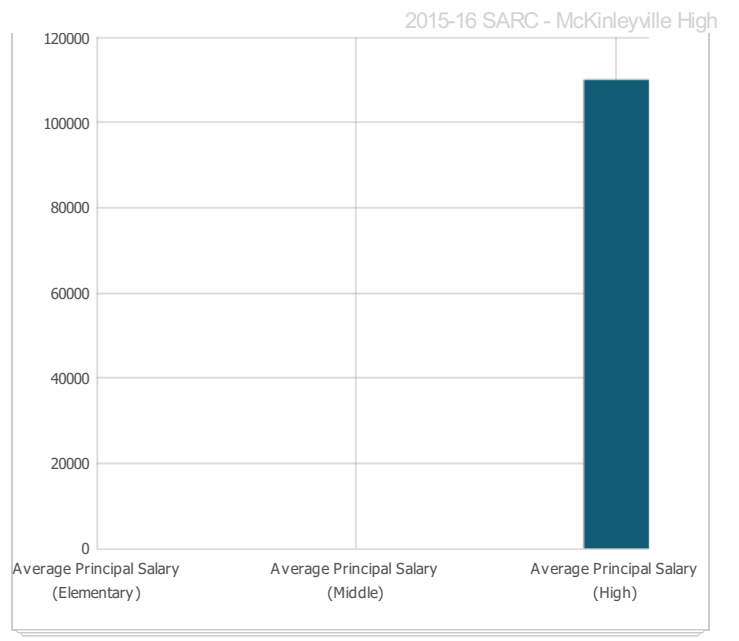
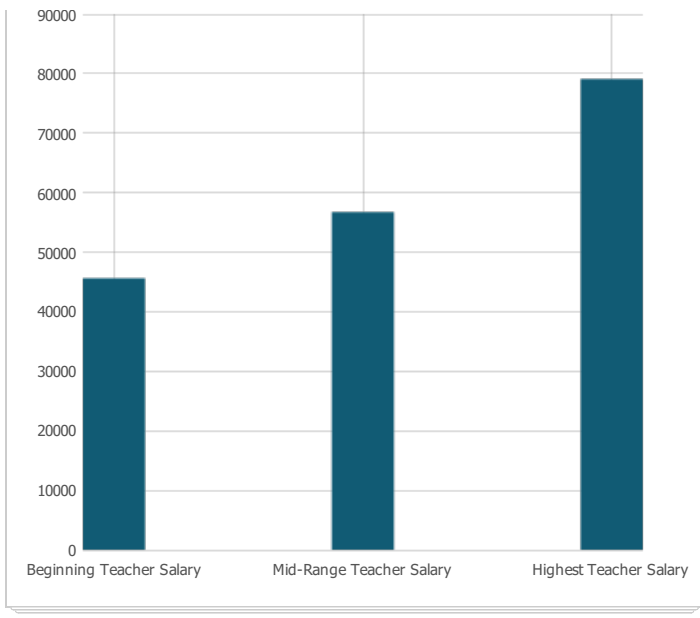
**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,626	\$45,265
Mid-Range Teacher Salary	\$56,745	\$72,281
Highest Teacher Salary	\$79,104	\$94,342
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$110,000	\$127,317
Superintendent Salary	\$138,998	\$168,625
Percent of Budget for Teacher Salaries	35.0%	34.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Teacher Salary Chart**

**Principal Salary Chart**



*Last updated: 2/7/2017*



**Advanced Placement (AP) Courses (School Year 2015-16)**

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

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	6	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	2	N/A
All Courses	20	40.0%

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

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

*Last updated: 2/7/2017*

## 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 Beginning Teachers and Support and Assessment (BTSA) 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.

The Social Science Department has benefited from Teaching American History Grants (TAH) to assist them with curriculum and effective teaching strategies. Many department members have been able to earn their Master's Degree in history to further their techniques as instructors.

Beginning with the 2010-11 school year, the Northern Humboldt Union High School District received a Teacher Incentive Fund Grant (TIF) worth 4.6 million dollars. THRIVE has provided for professional development, time and mentoring to assist teachers develop common formative assessments, and incentive funds awarded to teachers who have demonstrated increased student academic achievement.

*Last updated: 2/7/2017*