

# C. K. McClatchy High School

3066 Freeport Blvd. • Sacramento, CA 95818 • 916.264.4400 • Grades 9-12

Peter Lambert, Principal  
peter-lambert@scusd.edu

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Sacramento City Unified School District

5735 47th Avenue  
Sacramento, CA 95824  
(916) 643-7400  
www.scusd.edu

#### District Governing Board

Darrell Woo, President, Area 6  
Christina Pritchett, 1st VP, Area 3  
Jay Hansen, 2nd VP, Area 1  
Ellen Cochrane, Area 2  
Gustavo Arroyo, Area 4  
Diana Rodriguez, Area 5  
Jessie Ryan, Area 7

#### District Administration

José L. Banda, Superintendent  
**Superintendent**  
José L. Banda  
**Superintendent**  
Lisa Allen  
**Interim Deputy Sup.**

### School Description

Mission: C.K. McClatchy High School is an exciting, multicultural school committed to seeing students grow and mature in their knowledge, wisdom, discipline and social skills while becoming independent productive citizens.

C.K. McClatchy High school is celebrating its 77th year of service. C.K. McClatchy Senior High School, which bears the name of Charles Kenny McClatchy, the late editor and owner of The Sacramento Bee, is a product of the Public Works Administration, one of the New Deal programs instituted by President Franklin Roosevelt to stimulate the U.S. economy in the wake of the Great Depression.

Constructed in 1937 as Sacramento's second high school, C.K. McClatchy has earned an enviable reputation in the community. Countless graduates over the years have entered the fields of law, medicine, politics, education, the arts and the world of industry after continuing their education in the universities and colleges of California as well as in notable colleges throughout the nation, such as Harvard, Yale, MIT, and Columbia.

The academic programs at C.K. McClatchy are founded in the traditions of the school's past with emphasis placed on developing the skills of writing, thinking and computing so that all students have access to a challenging and rigorous high school experience.

C.K. McClatchy is home to four Academies –Humanities and International Studies Program, AFJROTC, the Law & Public Policy Academy, and the Justice Academy. The latter two Academies are supported by the SCUSD system-wide redesign Linked Learning effort.

McClatchy strives to develop well-rounded students. In addition to academics, CKM is represented by 29 Varsity sports, 50 Clubs that range the cultural gamut to Robotics, Moot Court, the National Honors Society and LGSA. Outside of school CKM students are also encouraged to travel the world. CKM has taken students to Costa Rica, Rwanda, Europe, Japan, Ghana, Nigeria and the Galapagos Islands.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school, at 916.264.4400 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	595
Grade 10	594
Grade 11	514
Grade 12	506
Ungraded Secondary	30
<b>Total Enrollment</b>	<b>2,239</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.3
American Indian or Alaska Native	0.7
Asian	19.3
Filipino	1
Hispanic or Latino	37.9
Native Hawaiian or Pacific Islander	1.1
White	25.5
Two or More Races	4.9
Socioeconomically Disadvantaged	49
English Learners	11
Students with Disabilities	9.5
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
C. K. McClatchy High School	13-14	14-15	15-16
<b>With Full Credential</b>	85	81	89
<b>Without Full Credential</b>	0	1	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Sacramento City Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	◆	◆	1826
<b>Without Full Credential</b>	◆	◆	26
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
C. K. McClatchy High School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	1	0	1

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	98.6	1.4
Districtwide		
<b>All Schools</b>	96.0	4.1
<b>High-Poverty Schools</b>	95.7	4.3
<b>Low-Poverty Schools</b>	100.0	0.0

\* 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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook sufficiency data is collected annually.

Textbooks and Instructional Materials Year and month in which data were collected: November 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Holt Literature and Language Arts, Course 3 English 9 2003                      Holt Literature and Language Arts, Course 4 English 10 2003                      Holt Literature and Language Arts, Course 5 English 11 2003                      Holt Literature and Language Arts, Course 6 English 12 2003                      Short Takes, Model Essays for Composition, Ninth Edition, Pearson Longman English 11 AP 2007                      The Well Crafted Argument, A Guide and Reader, Third Edition, Houghton Mifflin English 11 AP 2008                      Literature: Reading, Fiction, Poetry and Drama, 6th Edition, Glencoe/McGraw-Hill English 12 AP 2007                      Perrine’s Literature: Structure, Sound, and Sense, Tenth Edition, Wadsworth Cengage Learning English 12 AP 2009</p> <p><b>Percent of students lacking their own assigned textbook: 0%</b></p>
<b>Mathematics</b>	<p>CCSS Integrated Pathway: Mathematics I, Walch Education Mathematics 2012                      Algebra and Trigonometry, Structure and Method, Book 2, McDougal Littell Advanced Algebra 2000                      Algebra 2, McDougal Littell Advanced Algebra 2001                      Geometry: Measuring Reasoning, McDougal Littell Geometry 2004                      Algebra 2 (California Edition), Pearson Prentice Hall Algebra 2 and/or Adv. Geometry 2004                      Introduction To Statistics and Data Analysis, AP Ed. Brooks/Cole Statistics 2010                      Precalculus with Unit-Circle Trigonometry, 4th ed., David Cohen, Thomson Brooks/Cole Pre Calculus 2006                      Precalculus 3rd ed., Robert Blitzer, Pearson Prentice Hall Pre Calculus 2007                      Precalculus with Limits 5th ed., Larsen, Hostetler and Edwards, Houghton Mifflin Pre Calculus 2008                      Algebra and Trigonometry with Analytic Geometry, 9th Edition, Brooks and Cole Advanced Pre Calculus 1997                      Calculus: Graphical, Numerical, Algebraic, 3rd ed (AP Edition) Pearson Prentice Hall Calculus AB or BC 2007                      Calculus: Single Variable with Vector Functions, 1st ed. Thomson Brooks/Cole Calculus AB or BC 2007                      Calculus of a Single Variable, 8th Edition, Houghton Mifflin Calculus AB or BC 2006</p> <p><b>Percent of students lacking their own assigned textbook: 0%</b></p>
<b>Science</b>	<p>Invitation to Psychology. Prentice Hall Psychology AP 2008                      Psychology, 7th Ed., Worth Psychology 2004                      Holt Earth Science, Holt, Rinehart and Winston Physical Science 2006                      Biology: The Dynamics of Life, Glencoe Biology/Biophysical Science 2005                      Modern Biology, Holt, Reinhart, and Winston Biology/Biophysical Science 2002                      Biology, Prentice Hall Biology/Biophysical Science 2004                      BSCS Biology: A Molecular Approach, 8th Edition, Glencoe Molecular Biology 2001                      BSCS Biology: A Molecular Approach, 9th Edition, Glencoe Molecular Biology 2006                      Biology, 8th ed. (AP) Pearson, Benjamin Cummings Biology AP 2008                      Chemistry, Matters and Change, Glencoe/McGraw-Hill Chemistry 2005                      Holt Modern Chemistry, Holt, Rinehart and Winston Chemistry 2006                      Chemistry: The Central Science, 11th Edition, Prentice Hall Chemistry AP 2008                      Chemistry, 7th ed, (AP Edition), Houghton Mifflin Chemistry AP 2007                      Chemistry in the Community, Freeman Chemistry 2000                      Conceptual Physics, 9th Edition, (Addison Wesley) Physics 2002                      Physics: Principles and Problems, Glencoe/McGraw-Hill Physics 2005                      Physics, 6th Edition, John Wiley and Son, Inc. Physics 2007                      Hole’s Essentials of Human Anatomy and Physiology, 8th Edition, McGraw-Hill Human Anatomy and Physiology 2003</p> <p><b>Percent of students lacking their own assigned textbook: 0%</b></p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: November 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	World Geography, McDougal Littell Geography 2006 World Cultures and Geography, McDougal Littell Geography SDAIE 2003 World Geography and Cultures, Globe Fearon Geography SDAIE 2002 Human Legacy, Holt World History 2008 World History, 5th ed. Duiker and Spielvogel, Thomson Wadsworth World History AP 2007 American Anthem Modern American History, Holt, Rinehart and Winston U.S. History 2007 The American Journey: A History of the United States, Prentice Hall U.S. History AP 2001 Magruder's American Government, Pearson Prentice Hall U.S. Government 2005 American Government, 9th Edition, Houghton Mifflin U.S. Government AP 2004 Economics Principles in Action, Pearson Prentice Hall Modern Economics 2007  <b>Percent of students lacking their own assigned textbook: 0%</b>
<b>Foreign Language</b>	Visions, Levels Basic and A, Student Workbooks, Levels Basic and A, Heinle & Heinle English Language Development 2003 Visions, Levels Basic and B and C, Student Workbooks, Levels Basic and B and C, Heinle & Heinle English Language Development 2003  <b>Percent of students lacking their own assigned textbook: 0%</b>

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The main campus was built in 1936. This school has 57 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 24 portables. During the 2004 and 2005 modernization, renovations and upgrades were made in the following areas: exterior, plumbing, HVAC and miscellaneous upgrades.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 9/29/2015**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Classroom D17: Wall paper cover needs repair. WO #64409 Classroom D22: Wall paper cover needs repair. WO #64409 Classroom D24: Wall paper cover needs repair. WO #64409
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 9/29/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Electrical:</b> Electrical		X			Classroom 18: 4 lights out. WO #64401 Classroom 19: 2 lights out. WO #64401 Classroom 20: 3 lights out. WO #64401 Classroom 201: 5 lights out. WO #64439 Classroom 203: 2 lights out. WO #64439 Classroom 209: 5 lights out. WO #64439 Classroom 212: 3 l
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				Classroom 14: Eyewash dripping. WO #64067
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Classroom D4: 1 window shade not working. WO #64073 Classroom D8: 2 window shades not working. WO #64073
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	All repairs noted on the inspection have had work orders submitted for repair
		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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>9</b>	16.50	29.60	38.70

\* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	44	35	44
<b>Math</b>	25	28	33

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	50	54	58	49	53	47	59	60	56

\* Results are for grades 5, 8, and 10. 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
<b>All Students in the LEA</b>	47
<b>All Student at the School</b>	58
<b>Male</b>	56
<b>Female</b>	58
<b>Black or African American</b>	43
<b>American Indian or Alaska Native</b>	--
<b>Asian</b>	69
<b>Filipino</b>	--
<b>Hispanic or Latino</b>	42
<b>Native Hawaiian or Pacific</b>	--
<b>White</b>	80
<b>Two or More Races</b>	50
<b>Socioeconomically Disadvantaged</b>	13
<b>English Learners</b>	19
<b>Students with Disabilities</b>	49
<b>Foster Youth</b>	--

\* 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	498	478	96.0	31	23	26	18
Male	11		234	47.0	38	25	24	11
Female	11		244	49.0	24	22	27	25
Black or African American	11		35	7.0	43	20	26	11
American Indian or Alaska Native	11		4	0.8	--	--	--	--
Asian	11		106	21.3	25	16	35	25
Filipino	11		6	1.2	--	--	--	--
Hispanic or Latino	11		172	34.5	40	32	20	7
Native Hawaiian or Pacific Islander	11		5	1.0	--	--	--	--
White	11		124	24.9	21	20	27	30
Two or More Races	11		25	5.0	32	8	28	28
Socioeconomically Disadvantaged	11		210	42.2	42	27	22	8
English Learners	11		40	8.0	73	20	5	0
Students with Disabilities	11		40	8.0	80	15	5	0
Foster Youth	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	498	480	96.4	54	20	17	9
Male	11		235	47.2	62	17	12	8
Female	11		245	49.2	47	22	21	9
Black or African American	11		35	7.0	60	26	11	3
American Indian or Alaska Native	11		4	0.8	--	--	--	--
Asian	11		106	21.3	34	26	26	13
Filipino	11		6	1.2	--	--	--	--
Hispanic or Latino	11		171	34.3	70	22	6	2
Native Hawaiian or Pacific Islander	11		5	1.0	--	--	--	--
White	11		126	25.3	48	14	22	15

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Two or More Races</b>	<b>11</b>		26	5.2	50	4	31	8
<b>Socioeconomically Disadvantaged</b>	<b>11</b>		210	42.2	66	19	12	3
<b>English Learners</b>	<b>11</b>		41	8.2	90	5	0	5
<b>Students with Disabilities</b>	<b>11</b>		40	8.0	98	3	0	0
<b>Foster Youth</b>	<b>11</b>		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Parents and community are encouraged to serve on school governance committees such as the Shared Decision Making Council, PTSA, School Site Council, and Safety Committee. Parents take part and are invited to Summer Orientation sessions for all grade levels: Back-to-School Night, Open House, Parent Education Seminars, and College/Career Fair. PTSA and other booster programs are active to support various school activities. AFJROTC, HISP, the Law and Criminal Justice Academies, athletics, band, cultural celebrations and grad night are examples. The Alumni Association is active within the school, bringing speakers to classrooms and allowing students to interact with successful McClatchy graduates.

#### State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

#### School Safety Plan

Sacramento City Unified School District  
 Comprehensive Safe School Plan 2015-2016

- Section 1..... Crisis Communication Flow
- Section 2.....Emergency Plan: Site Level Drill and Emergency Procedures
  - (a) Lockdown Response
  - (b) Fire
  - (c) Bomb Threat, ATF Bomb Threat Checklist
  - (d) Active Shooter
  - (e) Chemical
- Section 3.....Emergency Plan: Earthquake Emergency Procedures
- Section 4..... Emergency Plan: Site Level Use of Schools as a Community Shelter \*\*
- Section 5.....District Policies Related to Safety:
  - (a) Board Policy 5021: Custodial & Parent Rights
  - (b) Mandated Child Abuse Reporting
  - (c) Missing Student Protocol
  - (d) Suicide Risk Assessment
- Section 6.....Bullying Policies and Procedures
- Section 7.....Dangerous Student Notification
- Section 8.....Wellness Plan
- Section 9.....District Handbook
- Section 10.....Component I: Social Climate  
 Component II: Physical Climate/Campus
- Section 11..... Emergency Plan: Site Level Incident Command System
- Section 12..... Emergency Plan: Site Level Communication Procedures
- Section 13.....Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on campus
- Section 14.....Emergency Plan: Site Level Safe Ingress & Egress Procedures
- Section 15... Emergency Plan: Site Level Family Reunification Procedures



- Section 16..... Emergency Plan: Site Level Provisions for Students/Staff with Special Needs
- Section 17.....School Site Safety Committee Member List
- Section 18.....School Site Safety Committee Records: Public Meeting and Agendas Approval of CSSP
- Section 19.....Staff Handbook
- Section 20.....Site Specific Documents (option to add documents)

\*\* Once designated by the Red Cross or Office of Emergency Services, the school sites will be notified and Documentation will be inserted in this section.

The Comprehensive Safe School Plans for the Sacramento City Unified School District were revised to ensure the contents of the plans were uniform and updated to address the components set forth in Section 3382 of the 2015 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

The following Table of Contents were discussed and offered to Principals at all sites within the District:

- Section 1.....Component I: Social Climate, Component II: Physical Climate/Campus
- Section 2..... Emergency Plan: Site Level Incident Command System
- Section 3..... Emergency Plan: Site Level Communication Procedures
- Section 4..... Emergency Plan: Site Level Use of Schools as a Community Shelter \*\*
- Section 5..... Emergency Plan: Site Level Provisions for Students/Staff with Special Needs
- Section 6... Emergency Plan: Site Level Family Reunification Procedures
- Section 7.....Emergency Plan: Site Level Earthquake Emergency Procedures
- Section 8..... Emergency Plan: Site Level Drill Procedures: Fire, Chemical, Bomb Threat, ATF Bomb Threat Checklist, Lockdown, Active Shooter
- Section 9.....Emergency Plan: Site Level Safe Ingress & Egress Procedures
- Section 10.....Before and After School Programs
- Section 11.....School Site Safety Committee Member List
- Section 12.....School Site Safety Committee Records: Public Meeting and Agendas Approval of CSSP
- Section 13.....District and Site Policies Related to Safety:
  - (a) Board Policy 5021: Custodial & Parent Rights
  - (b) Mandated Child Abuse Reporting
  - (c) Missing Student Protocol
- Section 14.....Dangerous Student Notification to Teachers' Signature Pages (Spring & Fall)
- Section 15.....Bullying Policies and Procedures
- Section 16.....Wellness Plan
- Section 17.....District Handbook
- Section 18.....Staff Handbook
- Section 19.....Site Specific Documents (option to add documents)

The revised Safety Plan was developed to bring the District up to current standards while addressing each of the components as it relates to a unique school site. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	9.80	9.34	4.25
Expulsions Rate	0.04	0.04	0.04
District	2012-13	2013-14	2014-15
Suspensions Rate	6.57	4.88	6.10
Expulsions Rate	0.02	0.03	0.02
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09



## 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	No	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	53	
Percent of Schools Currently in Program Improvement	79.1	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	27	27	25	19	25	20	25	24	30	34	31	16
Math	30	33	27	16	12	18	8	10	29	39	43	26
Science	27	33	26	21	12	20	14	7	16	36	42	36
SS	29	31	31	12	16	14	40	29	38	35	50	40

\* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5.0000
Counselor (Social/Behavioral or Career Development)	0.0000
Library Media Teacher (Librarian)	0.0000
Library Media Services Staff (Paraprofessional)	0.7500
Psychologist	0.0000
Social Worker	0.0000
Nurse	0.0000
Speech/Language/Hearing Specialist	0.0000
Resource Specialist	3.0000
Other	0.0000
Average Number of Students per Staff Member	
Academic Counselor	555.75

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on ELA Common Core State Standards, Math Common Core State Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are in addition to the required 18-hours of professional development designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,885	\$43,165
Mid-Range Teacher Salary	\$52,419	\$68,574
Highest Teacher Salary	\$86,028	\$89,146
Average Principal Salary (ES)	\$100,430	\$111,129
Average Principal Salary (MS)	\$102,617	\$116,569
Average Principal Salary (HS)	\$118,237	\$127,448
Superintendent Salary	\$245,000	\$234,382
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school. Services throughout the district include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books in mathematics, reading/language arts and ELD
- Extended Day/Year/ Summer School
- Enrichment programs
- Access to technology
- Parent Education/Family Nights
- Social Services (Healthy Start)
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and career)
- Gifted and Talented Education (GATE)
- Special Education
- 10th Grade Counseling
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services
- School Choice

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,686	\$1,197.63	\$4,488.71	\$66,250.76
District	♦	♦	\$4,556	\$65,695
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			-9.4	-4.2
Percent Difference: School Site/ State			-20.5	-7.0

\* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	51	24	26	46	36	18
All Students at the School	43	24	34	41	35	24
Male	49	23	29	39	36	26
Female	37	24	39	44	35	22
Black or African American	56	29	15	67	27	6
Asian	34	28	38	23	40	37
Hispanic or Latino	58	24	19	56	34	11
White	23	18	58	26	33	41
Two or More Races	32	21	46	37	30	33
Socioeconomically Disadvantaged	54	24	22	50	34	16
English Learners	94	5	2	74	23	3

**2014-15 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>Students with Disabilities</b>	91	5	5	91	7	2

\* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
C. K. McClatchy High School	2012-13	2013-14	2014-15
<b>English-Language Arts</b>	55	60	57
<b>Mathematics</b>	59	60	59
Sacramento City Unified School District	2012-13	2013-14	2014-15
<b>English-Language Arts</b>	49	42	43
<b>Mathematics</b>	55	47	47
California	2012-13	2013-14	2014-15
<b>English-Language Arts</b>	57	56	58
<b>Mathematics</b>	60	62	59

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
C. K. McClatchy High School	2011-12	2012-13	2013-14
<b>Dropout Rate</b>	9.30	7.60	5.00
<b>Graduation Rate</b>	87.12	88.33	90.16
Sacramento City Unified School District	2011-12	2012-13	2013-14
<b>Dropout Rate</b>	11.50	6.10	5.50
<b>Graduation Rate</b>	79.91	85.27	85.01
California	2011-12	2012-13	2013-14
<b>Dropout Rate</b>	13.10	11.40	11.50
<b>Graduation Rate</b>	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	377
<b>% of pupils completing a CTE program and earning a high school diploma</b>	0.3071
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
<b>All Students</b>	87.45	82.13	84.6
<b>Black or African American</b>	76.32	74.6	76
<b>American Indian or Alaska Native</b>	83.33	70	78.07
<b>Asian</b>	84.4	87.1	92.62
<b>Filipino</b>	200	111.11	96.49
<b>Hispanic or Latino</b>	89.84	78.07	81.28
<b>Native Hawaiian/Pacific Islander</b>	60	75.36	83.58
<b>White</b>	90.63	89.94	89.93
<b>Two or More Races</b>	82	87.32	82.8
<b>Socioeconomically Disadvantaged</b>	65.71	67.4	61.28
<b>English Learners</b>	60	63.8	50.76
<b>Students with Disabilities</b>	83.33	80.35	81.36
<b>Foster Youth</b>	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
<b>2014-15 Students Enrolled in Courses Required for UC/CSU Admission</b>	95.53
<b>2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	53.91

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
<b>Computer Science</b>		♦
<b>English</b>	6	♦
<b>Fine and Performing Arts</b>		♦
<b>Foreign Language</b>	4	♦
<b>Mathematics</b>	8	♦
<b>Science</b>	5	♦
<b>Social Science</b>	10	♦
<b>All courses</b>	33	.6

\* Where there are student course enrollments.

**Career Technical Education Programs**

Career Technical Education (CTE) courses support the core subject areas and provide context to most of the Small Learning Communities (SLCs) in SCUSD. All SCUSD students have access to CTE courses. CTE courses align to both academic and CTE California State Standards. CTE courses are reviewed yearly by the Career Technical Preparation Department and the SCUSD Career Technical Education Advisory Board.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.