C. K. McClatchy High School

3066 Freeport Blvd. • Sacramento, CA 95818 • 916.395.5050 • Grades 9-12
Peter Lambert, Principal
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Sacramento City Unified School District
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Area Assistant Superintendent

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Area Assistant Superintendent

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Area Assistant Superintendent

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 79th 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 five Academies –Humanities and International Studies Program, AFJROTC, the Law & Public Policy Academy, the Justice Academy and the Visual and Performing Arts 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 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 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	584
Grade 10	599
Grade 11	551
Grade 12	516
Ungraded Secondary	18
Total Enrollment	2,268

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.7
American Indian or Alaska Native	0.7
Asian	17.7
Filipino	1.2
Hispanic or Latino	39.2
Native Hawaiian or Pacific Islander	1.2
White	24.6
Two or More Races	5.8
Socioeconomically Disadvantaged	62.6
English Learners	9
Students with Disabilities	9
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	14-15	15-16	16-17
With Full Credential	81	89	76
Without Full Credential	1	1	3
Teaching Outside Subject Area of Competence	0	0	2
Sacramento City Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	1574
Without Full Credential	♦	♦	83
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at this School			
C. K. McClatchy High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	2

* "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

2015-16 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
This School	93.9	6.1
Districtwide		
All Schools	83.9	16.1
High-Poverty Schools	83.1	16.9
Low-Poverty Schools	97.0	3.1

* 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 2016-17)

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: December 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	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 **Percent of students lacking their own assigned textbook:** 0%
Mathematics	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 **Percent of students lacking their own assigned textbook:** 0%
Science	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 **Percent of students lacking their own assigned textbook:** 0%

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	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 **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	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 **Percent of students lacking their own assigned textbook:** 0%

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: 8/17/16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: 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
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/17/16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: 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
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Classroom 14: Eyewash dripping. WO #64067
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	All repaires 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] 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 Results for All Students - Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	54	58	52	53	47	47	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	10	25.6	51.8

* 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.

2015-16 CAASPP Results for All Students						
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	45	57	35	39	44	48
Math	25	31	28	30	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	602	557	92.5	52.2
Male	284	261	91.9	53.3
Female	318	296	93.1	51.4
Black or African American	49	40	81.6	32.5
Asian	92	88	95.7	56.8
Hispanic or Latino	254	238	93.7	41.2
Native Hawaiian or Pacific Islander	13	7	53.9	14.3
White	152	144	94.7	74.3
Two or More Races	37	35	94.6	57.1
Socioeconomically Disadvantaged	357	326	91.3	37.4
English Learners	73	63	86.3	11.1
Students with Disabilities	50	43	86.0	11.6

* 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. 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
		Number of Students		Percent of Students	
Student Group	Grade	Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	527	517	98.1	57.4
Male	11	266	261	98.1	52.9
Female	11	261	256	98.1	62.0
Black or African American	11	52	50	96.2	56.0
Asian	11	103	103	100.0	66.0
Filipino	11	11	11	100.0	100.0
Hispanic or Latino	11	189	185	97.9	39.3
White	11	133	131	98.5	71.5
Two or More Races	11	31	29	93.5	65.5
Socioeconomically Disadvantaged	11	316	309	97.8	49.2
English Learners	11	48	48	100.0	8.3
Students with Disabilities	11	44	44	100.0	6.8

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. 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
		Number of Students		Percent of Students	
Student Group	Grade	Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	527	515	97.7	31.2
Male	11	266	261	98.1	33.6
Female	11	261	254	97.3	28.7
Black or African American	11	52	50	96.2	16.7
Asian	11	103	103	100.0	47.1
Filipino	11	11	11	100.0	45.5
Hispanic or Latino	11	189	184	97.3	13.7
White	11	133	130	97.7	47.7
Two or More Races	11	31	29	93.5	34.5
Socioeconomically Disadvantaged	11	316	308	97.5	23.4
English Learners	11	48	48	100.0	4.3
Students with Disabilities	11	44	43	97.7	2.4

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. 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.

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 (School Year 2016-17)
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. There is an active Parent Resource Center that reaches out to our community and works with them to support students. 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 2016-2017

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, Approval of CSSP
Section 18…………Staff Handbook
Section 19…………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 32262 of the 2016 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.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.0	4.3	4.5
Expulsions Rate	9.3	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.9	6.1	5.8
Expulsions Rate	0.0	0.0	0.0
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		52
Percent of Schools Currently in Program Improvement		76.5

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6.0000
Counselor (Social/Behavioral or Career Development)	1.0000
Library Media Teacher (Librarian)	1.0000
Library Media Services Staff (Paraprofessional)	1.000
Psychologist	0.0000
Social Worker	0.0000
Nurse	0.0000
Speech/Language/Hearing Specialist	0.0000
Resource Specialist	1.0000
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.

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
English	27	25	24	25	20	6	24	30	5	31	16	4
Mathematics	33	27	28	12	18	1	10	29	13	43	26	28
Science	33	26	26	12	20	24	7	16	12	42	36	15
Social Science	31	31	23	16	14	14	29	38	38	50	40	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.

Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college career and life, 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 the ELA and math Common Core State Standards, the Next Generation Science 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.

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FY 2014-15 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$40,683	$45,092
Mid-Range Teacher Salary	$53,467	$71,627
Highest Teacher Salary	$87,749	$93,288
Average Principal Salary (ES)	$102,681	$115,631
Average Principal Salary (MS)	$104,918	$120,915
Average Principal Salary (HS)	$120,601	$132,029
Superintendent Salary	$290,000	$249,537
Percent of District Budget		
Teacher Salaries	31%	37%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	6021.4	912.48	5109.	70882.38
District	♦	♦	$4,556	$67,009
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District			12.1	7.9
Percent Difference: School Site/ State			-4.5	-2.9

* Cells with ♦ do not require data.

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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
C. K. McClatchy High School	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	7.60	5.00	4.20
Graduation Rate	88.33	90.16	90.64
Sacramento City Unified School District	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	6.10	5.50	8.90
Graduation Rate	85.27	85.01	80.32
California	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	226
% of pupils completing a CTE program and earning a high school diploma	37.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	95.53
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	48.0

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	6	♦
Fine and Performing Arts		♦
Foreign Language	5	♦
Mathematics	8	♦
Science	3	♦
Social Science	10	♦
All courses	32	17.5

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2015**		
	School	**District**	**State**
All Students	92	80	86
Black or African American	81	72	78
American Indian or Alaska Native	100	80	78
Asian	98	89	93
Filipino	100	98	93
Hispanic or Latino	93	76	83
Native Hawaiian/Pacific Islander	83	81	85
White	90	82	91
Two or More Races	94	87	89
Socioeconomically Disadvantaged	84	56	66
English Learners	84	62	54
Students with Disabilities	59	51	78

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 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.