

C. K. McClatchy High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	C. K. McClatchy High School
Street	3066 Freeport Boulevard
City, State, Zip	Sacramento, CA 95818
Phone Number	916.395.5050
Principal	Andrea Egan
Email Address	andrea-egan@scusd.edu
School Website	ckm.scusd.edu
County-District-School (CDS) Code	34-67439-3435419

2023-24 District Contact Information

District Name	Sacramento City Unified School District
Phone Number	(916) 643-7400
Superintendent	Lisa Allen
Email Address	https://www.scusd.edu/form/send-us-email
District Website	www.scusd.edu

2023-24 School Description and Mission Statement

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 87 years 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 applying so that all students have access to a challenging and rigorous high school experience.

C.K. McClatchy is home to five Academies –the Humanities and International Studies Program, AFJROTC, the Law & Public Policy Academy, the Criminal Justice Academy, and the Visual and Performing Arts Academy.

McClatchy strives to develop well-rounded students. In addition to academics, CKM is represented by 29 Varsity sports, and 50 Clubs that range the cultural gamut to Robotics, Moot Court, the National Honors Society, Brown Issues, Black Student Union, and QSA. 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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	642
Grade 10	646
Grade 11	559
Grade 12	580
Total Enrollment	2,427

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8%
Male	48.1%
American Indian or Alaska Native	0.5%
Asian	13.5%
Black or African American	7.8%
Filipino	0.7%
Hispanic or Latino	43.9%
Native Hawaiian or Pacific Islander	1.7%
Two or More Races	7.4%
White	24.6%
English Learners	16.5%
Foster Youth	0.4%
Homeless	0.5%
Migrant	0.5%
Socioeconomically Disadvantaged	57.8%
Students with Disabilities	12%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	80.80	85.68	1666.90	83.27	228366.10	83.12
Intern Credential Holders Properly Assigned	1.70	1.80	42.30	2.12	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.70	2.95	93.00	4.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.00	5.34	70.70	3.53	12115.80	4.41
Unknown	3.90	4.22	128.70	6.43	18854.30	6.86
Total Teaching Positions	94.30	100.00	2001.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	82.30	85.14	1686.00	84.45	234405.20	84.00
Intern Credential Holders Properly Assigned	3.30	3.51	37.10	1.86	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.40	7.66	144.80	7.25	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	2.38	67.40	3.38	11953.10	4.28
Unknown	1.20	1.29	61.00	3.06	15831.90	5.67
Total Teaching Positions	96.60	100.00	1996.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	2.70	6.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.70	7.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.20	0.60
Local Assignment Options	2.80	1.60
Total Out-of-Field Teachers	5.00	2.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.3	7.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.7	4.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 learning program that is focused on Literacy (including ELA Common Core Standards), English Language Learners, Mathematics, Science, Physical Education, and Visual and Performing Arts. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design. Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

Year and month in which the data were collected

October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<p>Reading/Language Arts</p>	<p>ELA</p> <p>Benchmark K-6 2017-2018 MyPerspectives 7 - 12 2017-2018 AP English Lang of Comp (11th) BFW 2017-2018 AP English Lang of Comp (11th) - ONLINE 2017-2018 AP English Lit and Comp (12th) BFW 2017-2018 AP English Lit and Comp (11th) - ONLINE 2017-2018 IB Textual analysis for English language & literature for the IB Diploma Oxford Univ Press 2021-2022</p> <p>ELD</p> <p>Benchmark Steps to Advance (SPED) K-6 (consumable) 2017 Benchmark Steps to Adv 2-6 ONLINE Inside & Edge 7-12 (Text & Workbook) Cengage 2017 Inside & Edge 7-12 ONLINE : Inside Fundamental = 26 Licenses, A = 120 Licences, B = 120 Licences ; Edge Fundamental = 425 Licenses, A = 250 Licenses, B = 150 Licenses. 2018-2019</p>	<p>Yes</p>	<p>0%</p>
<p>Mathematics</p>	<p>Envisions K-2 (2024 Update) Savvas 2023-2024 Envisions K-2 - ONLINE (2024 Update) 2023-2024 Envisions 3-6 Savvas 2013-2014 Envisions 3-6 - ONLINE 2023-2024 Big Ideas 7-8 ONLINE (2021-2022 usage: 7th=1505, 8th=1884) (22/23 = 1900) Big Ideas Learning 2013-2014 Big Ideas 7-8 ONLINE (2021-2022 usage: 7th=1505, 8th=1884) (22/23 = 1900) 2023-2024 Walch Math 1, 2, 2+, 3, 3+ WkBks 2010-2011 Walch Math 1, 2, 2+, 3, 3+ ONLINE 2023-2024 AP Pre-Calculus Prentice Hall 2018-2019 Pre-Calculus ONLINE 2021-2022 AP Calculus for AP Cengage 2018-2019 Calculus for AP ONLINE 2021-2022 AP Calculus : Fast Track to a 5 Online 2018-2019 AP Practice of Statistics 2018-2019</p>	<p>Yes</p>	<p>0%</p>

	Practice of Statistics ONLINE 2021-2022 IB MYP Mathematics 2 Oxford Univ Press 2023-2024 IB MYP Mathematics 3 Oxford Univ Press 2023-2024 IB MYP Mathematics 4 & 5 Oxford Univ Press 2023-2024 IB Mathematics: applications and interpretation. Oxford Univ Press 2019-2020		
Science	Amplify Science K-5 ONLINE Teacher Guide Licences 2022-2023 Amplify Science K-3 ONLINE Student (independent study/Cap City only) Licenses and 4-5 grade Licenses 2022-2023 Amplify Science K-5 (Workbooks) English & Spanish 2022-2023 Amplify Science K-3 (Kits + Refills) 2022-2023 Amplify Science 4-5 (Kits + Refills) 2022-2023 Amplify Science Spanish K-5 Teacher Licenses and 4-5 Student Licenses ONLINE 2022-2023 Amplify Science K-5 Spanish (Kits) 2022-2023 Amplify Science 6-8 (Text, Workbook, & ONLINE) 2020-2021 Amplify Science 6 grade Lab Kits Supplies 2020-2021 Amplify Science 7-8 Lab Kits 2020-2021 STEMScopes Biology (Text & ONLINE) 2020-2021 STEMScopes Biology Workbooks 2020-2021 STEMScopes Biology Lab Kits 2020-2021 AP Biology (Text & ONLINE) Pearson 2020-2021 STEMScopes Physics (Text & ONLINE) 2020-2021 STEMScopes Physics Workbooks 2020-2021 STEMScopes Physics Lab Kits 2020-2021 AP College Physics (Text & ONLINE) BFW 2020-2021 AP College Physics 2 (Text & ONLINE) BFW 2020-2021 AP Physics for Sci & Engineers (Text & ONLINE) Pearson 2023-2024 Savvas Chemistry (Consumable Text & ONLINE) 2020-2021 Savvas Chemistry Lab Kits 2020-2021 AP Chemistry (Text & ONLINE) 2020-2021 Environmental Science (Rosemont only) Holt, Rinehart and Winston 2017 AP Environmental Science (Text & ONLINE) Pearson 2020-2021 Hole's Human Anatomy (Text only) McGraw-Hill 2006 ? IB Biology for the IB diploma Oxford Univ Press 2017 ? IB Cambridge Learning Physics for IB diploma Oxford Univ Press 2012 ? IB Physics for the IB Diploma Oxford Univ Press 2015 ? IB Chemistry Oxford Univ Press 2023-2024 IB Environmental Systems and Societies Oxford Univ Press 2009 ?	Yes	0%
History-Social Science	K-5 SS McGraw Hill : Text, ONLINE, & Workbooks 2023-2024 6-8 SS Discover Ed: Text & ONLINE, * No TE 2023-2024 6-8 SS Discover Ed: Workbooks 2023-2024 Ethnic Studies (9th) Kendal Hunt Publishing 2016-2017 9-12 SS TCI: Text & ONLINE - Geography (9th), World History (10th), American History (11th), Economics (12th), US Government (12th) 2023-2024 9th grade TCI: Geography Workbooks 2023-2024 AP World History: Ways of the World (10th) Text & ONLINE BFW 2023-2024	Yes	0%

	<p>AP US History: Fabric of a Nation; Text & ONLINE (11th) BFW 2023-2024</p> <p>AP Krugman's Economics: Text & ONLINE (12th) BFW 2023-2024</p> <p>AP Government: Stories of a Nation (12th) Text & ONLINE 2023-2024</p> <p>IB Authoritarian states Oxford University Press 2017-2018</p> <p>IB Causes and Effects of 20th-Century Wars Oxford Univ Press 2017-2018</p> <p>IB Civil rights and social movements in the Americas post-1945 Oxford Univ Press 2017-2018</p> <p>IB Cold War: Superpower Tensions and Rivalries Oxford Univ Press 2017-2018</p> <p>IB Emergence of the Americas in global affairs, 1880-1929 Oxford Univ Press 2017-2018</p> <p>IB History of the Americas 1880-1981 Oxford Univ Press 2017-2018</p> <p>IB Rights and protest 2017-2018</p> <p>HISP World history: patterns of interaction (9th) McDougal Littell 2010</p> <p>HISP World cultures : a global mosaic (10th) 2007</p> <p>HISP America : past and present (11th) ADDISON-WESLEY 2006</p> <p>HISP World politics: trend and transformation 2009-2010 update WADSWORTH 2009</p>		
<p>Foreign Language</p>	<p>Spanish: En Espanol 1, 2, 3 McDougal Littell 2006 ?</p> <p>AP Spanish: Temas Vista Higher Learning 2018-2019</p> <p>AP Spanish: Temas Online 2018-2019</p> <p>Dime! (Spanish for Spanish Speakers) DC Heath & Co 2007 ?</p> <p>Nuestro Mundo (Spanish for Spanish Speakers DC Heath & Co 2007 ?</p> <p>IB Spanish Manana libro del alumno Cambridge University Press 2017 ?</p> <p>IB Mañana Spanish B for the IB Diploma Coursebook (Cambridge Elevate Edition) 2020 ?</p> <p>IB MYP Spanish Language Acquisition 1 & 2 (Emergent) Oxford Univ Press 2023-2024</p> <p>IB MYP Spanish Language Acquisition 3 & 4 (Capable) Oxford Univ Press 2023-2024</p> <p>French 1,2,3 McDougal Littell 2006 ?</p> <p>AP Themes: French language and culture Vista Higher Learning 2018-2019</p> <p>AP Allons Au Dela (French) PRENTICE HALL 2018-2019</p> <p>AP Advanced Placement French Test Prep Book 2018-2019</p> <p>German 1 EMC/PARADIGM PUBLISHING 2016</p> <p>German 2, 3 EMC/PARADIGM PUBLISHING 2006</p> <p>"AP German: Neue Blickwinkel (Text & ONLINE) Wayside Publishing" 2018-2019</p> <p>Japanese 1, 2, 3, 4 CHENG & TSUI CO 2011 ?</p> <p>Latin 1,2,3,4 Pearson/Prentice Hall, 2006 ?</p> <p>AP Latin: Scandite Muros Scale The Wall Of Latin Sight Reading (Text & Online) Wayside Publishing 2018-2019</p> <p>AP Caesar Selections from his COMMENTARII DE BELLO GALLICO BOLCHAZY CARDUCCI PUBL. INC 2013 ?</p> <p>Chinese - Ni Hao level 1 CHENG & TSUI CO 2001 ?</p> <p>Chinese - Ni Hao level 2 CHENG & TSUI CO 2008 ?</p> <p>Chinese - Ni Hao level 3 / Simplified CHENG & TSUI CO 2002 ?</p>	<p>Yes</p>	<p>0%</p>

	AP Chinese - Integrated Level 2 CHENG & TSUI CO 2017 AP Chinese - Integrated Level 3 CHENG & TSUI CO 2017 Hmong 1, 2, 3 Hmong Book Center 2014 American Sign Language 1, 2 and ONLINE (?) Allyn & Bacon 2011 & 2022		
Health	Thinking About Psychology: Text & ONLINE Worth Publishing 2023-2024 AP Myers' Psychology: Text & ONLINE BFW 2023-2024 IB Sports Exercise and Health Oxford Univ Press 2017		0%
Visual and Performing Arts	AP Musician's Guide to Theory & Analysis W.W. Norton & Company, Inc. 2020-2021 IB Visual Arts Course Book Oxford Univ Press 2018 IB Theory of knowledge Oxford Univ Press 2021 Experience clay (American Legion) Davis 2019 Exploring visual design: the elements & principles - Davis 2014 ? Film art : an introduction McGraw Hill 2010 ? Theatre : art in action Glencoe/McGraw-Hill 2006 ? The visual experience Davis 2009 ? Universal Transitional Kindergarten Creative Curriculum Boxes and ONLINE Teaching Strategies 2022-2023		0%

School Facility Conditions and Planned Improvements

McClatchy High School received a Facility Inspection Tool (FIT) overall rating score of Good on their most recent inspection. The school is on the National Register of Historic places, and the facility is in good operating order. The school is slated to get upgraded athletics facilities this summer as well as HVAC replacement in the main building.

The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe, and functional. The district Operations Department takes great pride in following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

Year and month of the most recent FIT report

11/21/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Boys Locker room: Hole in wall by restroom.W.O.# Boys RR by room 9: Middle toilet out of order.W.O.# Touch up paint.W.O.# Cafeteria: 2 missing ceiling tile.W.O.# Girls Locker room: Patch and paint south wall.W.O.# Girls RR by room 215: Touch up paint.W.O.# Girls RR by room D-3: Patch and paint hole in wall behind door.W.O.# Lib rary: 5 Stained ceiling tile.W.O.# Room 1: 2 stained ceiling tile.W.O.# Room 11: 1 Bad ballast.W.O.# Repair floor tile by door.W.O.# Room 15: Patch and paint damaged corner.W.O.# Room 16: Repair floor tile.W.O.# Cover plate on J-box east wall missing.W.O.#

School Facility Conditions and Planned Improvements

			<p>Room 18: Touch up paint.W.O.# Room 1-A: 1 missing ceiling tile.W.O.# Room 204: Patch and paint north wall.W.O.# Room 205: 2 missing ceiling tile.W.O.# Room 205-B: Paint door.W.O.# Room 207: Broken floor tile by door.W,O,# Room 209: Paint wall b y door.W.O.# 1 Stained ceiling tile.W.O.# Room 21: Paint south wall.W.O.# Room 213-A: Patch and paint wall by window.W.O.# Room 22: Light switch n ot working.W.O.# Paint wall by window.W.O.# Room 25: Carpet needs cleaning. Room 26-A: Torn carpet.W.O.# Room 30: Touch up paint by door.W.O.# Room 50-A: Extinguisher glass cover missing.W.O.# Room D-13: Repair wall paper by door.W.O.# Room D-18: 1 Bad ballast.W.O.# Missing base board.W.O.# Room D-19: Missing ADA signage.W.O.# 1 Bad ballast.W.O.# Torn wall paper by door.W.O.# Room D-24: Torn wall paper.W.O.# Room D-3: Missing ADA signage.W.O.# Womens RR by room D-3: Missing ADA signage.W.O.#</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		<p>Boys RR by room D-3: Missing cover plate.W.O.# Room 11: 1 Bad ballast.W.O.# Repair floor tile by door.W.O.# Room 16: Repair floor tile.W.O.# Cover plate on J-box east wall missing.W.O.# Room 212: Broken electrical raceway.W.O.# Broken outlet cover.W.O.# Room 22: Light switch n ot working.W.O.# Paint wall by window.W.O.# Room 50-A: Electrical cover plate missing by door.W.O.# Room 54-A: 1 Bad ballast.W.O.# Room D-18: 1 Bad ballast.W.O.# Missing base board.W.O.# Room D-19: Missing ADA signage.W.O.# 1 Bad ballast.W.O.# Torn wall paper by door.W.O.#</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>Boys RR by room 9: Middle toilet out of order.W.O.# Touch up paint.W.O.# Room 218: Glogged toilet in restroom.W.O.#</p>
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	47	38	38	38	47	46
Mathematics (grades 3-8 and 11)	23	18	27	28	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	542	494	91.14	8.86	37.53
Female	283	261	92.23	7.77	46.74
Male	259	233	89.96	10.04	27.16
American Indian or Alaska Native	--	--	--	--	--
Asian	74	69	93.24	6.76	41.18
Black or African American	48	38	79.17	20.83	21.05
Filipino	--	--	--	--	--
Hispanic or Latino	236	220	93.22	6.78	29.55
Native Hawaiian or Pacific Islander	13	10	76.92	23.08	--
Two or More Races	41	38	92.68	7.32	50.00
White	125	114	91.20	8.80	54.39
English Learners	88	77	87.50	12.50	3.90
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	337	297	88.13	11.87	27.70
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	63	54	85.71	14.29	9.43

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	541	485	89.65	10.35	17.98
Female	282	253	89.72	10.28	20.55
Male	259	232	89.58	10.42	15.15
American Indian or Alaska Native	--	--	--	--	--
Asian	74	69	93.24	6.76	34.78
Black or African American	48	38	79.17	20.83	2.63
Filipino	--	--	--	--	--
Hispanic or Latino	235	215	91.49	8.51	9.81
Native Hawaiian or Pacific Islander	13	10	76.92	23.08	--
Two or More Races	41	37	90.24	9.76	24.32
White	125	111	88.80	11.20	27.03
English Learners	87	75	86.21	13.79	5.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	336	291	86.61	13.39	12.03
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	63	48	76.19	23.81	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.40	23.12	25.03	25.46	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	538	493	91.64	8.36	23.12
Female	292	274	93.84	6.16	25.55
Male	245	218	88.98	11.02	19.72
American Indian or Alaska Native	--	--	--	--	--
Asian	78	73	93.59	6.41	20.55
Black or African American	43	35	81.40	18.60	8.57
Filipino	--	--	--	--	--
Hispanic or Latino	230	213	92.61	7.39	14.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	39	92.86	7.14	43.59
White	132	123	93.18	6.82	36.59
English Learners	77	63	81.82	18.18	1.59
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	268	239	89.18	10.82	11.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	38	77.55	22.45	5.26

2022-23 Career Technical Education Programs

The College and Career Readiness Department provides high quality support to all schools in Sacramento City Unified particularly, Linked Learning pathways, Career Technical Education pathways and California Partnership Academies approach preparing students for career and post-secondary experiences. The department works closely with industry and community partners as well as post-secondary institutions to support our schools in preparing our students to be successful after graduation. These pathways are career-themed approaches to learning that prepares students for their future: academic preparation for college and professional skills for success in the workplace. Students study through a profession that interests them, learning challenging academics and professional skills in the classroom while getting real world experience through internships. All pathways and academies offer students the opportunity to develop into adults who are prepared for college, career, and life after high school. The CTE programs offered at each of the SCUSD high schools are diverse and unique to the specific culture and needs of each school. The Career Technical Education (CTE) pathways represent the twelve (12) Industry Sectors identified by the state. Our CTE programs support the CTE District Wide Advisory Committee comprised of a variety of people including, but not limited to business partners, community leaders, parents, students, educators and other interested parties. The committee discusses awareness, recruitment, placement, and retention of middle, high school students in CTE classes; local labor market, and school/business partnerships. Career technical education updates, evaluations and funding will also be reviewed. The committee is also responsible for approving the SCUSD Career Technical Education Plan.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	209
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	56
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.47
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	51.96

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	53%	54%	51%	51%	51%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and community are encouraged to serve on school governance committees such as the Shared Decision Making Council, PTSA, Restore the Roar, 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 and Parent Advisor 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.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	4.1	4.8	5.4	10.1	7.7	11.3	9.4	7.8	8.2
Graduation Rate	89.7	91.9	89.6	81.3	85.2	79.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	560	502	89.6
Female	306	283	92.5
Male	253	218	86.2
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	77	69	89.6
Black or African American	45	40	88.9
Filipino	--	--	--
Hispanic or Latino	242	216	89.3
Native Hawaiian or Pacific Islander	11	7	63.6
Two or More Races	45	39	86.7
White	136	128	94.1
English Learners	91	64	70.3
Foster Youth	--	--	--
Homeless	17	10	58.8
Socioeconomically Disadvantaged	377	328	87.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	50	39	78.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2586	2493	820	32.9
Female	1330	1289	443	34.4
Male	1254	1202	377	31.4
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	14	11	7	63.6
Asian	340	331	51	15.4
Black or African American	208	197	89	45.2
Filipino	18	18	7	38.9
Hispanic or Latino	1137	1086	422	38.9
Native Hawaiian or Pacific Islander	46	42	26	61.9
Two or More Races	202	193	55	28.5
White	620	614	162	26.4
English Learners	475	449	151	33.6
Foster Youth	14	10	7	70.0
Homeless	21	20	13	65.0
Socioeconomically Disadvantaged	1544	1475	578	39.2
Students Receiving Migrant Education Services	13	13	5	38.5
Students with Disabilities	319	303	137	45.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	5.49	5.61	0.04	4.73	6.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.61	0
Female	2.48	0
Male	8.93	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.53	0
Black or African American	8.65	0
Filipino	5.56	0
Hispanic or Latino	5.98	0
Native Hawaiian or Pacific Islander	6.52	0
Two or More Races	7.43	0
White	4.52	0
English Learners	6.53	0
Foster Youth	14.29	0
Homeless	9.52	0
Socioeconomically Disadvantaged	7.12	0
Students Receiving Migrant Education Services	15.38	0
Students with Disabilities	10.03	0

2023-24 School Safety Plan

Sacramento City Unified School District
Comprehensive Safe School Plan 2022-2023

Section 1..... Crisis Communication Flow

Section 2.....Site Level Emergency Procedures:

a. Lockdown Response

b. Fire

c. Bomb Threat, ATF Bomb Threat Checklist

d. Active Shooter

e. Chemical Accident

f. Severe Weather / Loss of Power (City of Sacramento)

Section 3.....Earthquake Emergency Procedures

a. Earthquake Emergency Response for Students with Special Needs

Section 4..... Site Level Use of Schools as a Community Shelter *

Section 5.....District Policies Related to Safety and Missing Student Protocol:

a. Board Policy 5020: Custodial & Parent Rights and Board Policy 5021: Noncustodial Parents

b. Mandated Child Abuse Reporting

c. Suicide Risk Assessment

d. Missing Student Protocol

Section 6.....Bullying Policies and Procedures

Section 7.....Dangerous Student Notification / Email Notifications Made by IT Dept.

Section 8.....Wellness Plan

Section 9.....District Handbook

2023-24 School Safety Plan

Section 10.....Component I: Social Climate
 Component II: Physical Climate/Campus
 Section 11.....Site Level Incident Command System (ICS) roles and ICS Team
 Section 12.....Site Level Communication Procedures
 a. Emergency Phone Tree
 Section 13.....Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on Campus
 Section 14.....Site Level Safe Ingress & Egress Procedures and Route Maps
 Section 15.....Site Level Family Reunification Plans
 a. Reunification Logs
 Section 16.....Site Level Provisions for Students/Staff with Special Needs
 a. Site Evacuation for Persons With Special Needs
 Section 17.....School Site Safety Committee Member List and Approval of CSSP
 Section 18.....Staff / School Handbook
 Section 19.....Site Map (Please Label All Rooms)
 Section 20.....OPTIONAL-Additional Site-Specific Safety Information

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	45	44	20
Mathematics	26	17	43	22
Science	24	23	32	28
Social Science	22	46	35	39

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	30	42	32
Mathematics	24	22	38	28
Science	25	21	29	33
Social Science	22	39	44	35

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	29	36	40
Mathematics	24	26	35	28
Science	24	23	43	17
Social Science	23	37	41	39

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	327.97

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	1.1
Nurse	0.8
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	9.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,527	\$970	\$5,557	\$73,792
District	N/A	N/A	\$6,048	\$87,329
Percent Difference - School Site and District	N/A	N/A	-8.5	-12.2
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-17.1	-14.5

Fiscal Year 2022-23 Types of Services Funded

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities, and English learners. Programs and services such as enrichment programs, family engagement activities, supplemental instructional materials, and academic, social, and emotional support programs help our students achieve grade-level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness.

C.K. McClatchy High School and district supplemental programs and services include:

- Supplemental instructional materials and books in mathematics, reading/language arts, and ELD
- Extended Day/Year/ Summer school
- Enrichment programs
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Gifted and Talented Education (GATE)
- Special Education
- 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,228	\$55,550
Mid-Range Teacher Salary	\$54,542	\$80,703
Highest Teacher Salary	\$106,174	\$109,418
Average Principal Salary (Elementary)	\$125,578	\$137,703
Average Principal Salary (Middle)	\$132,459	\$143,760
Average Principal Salary (High)	\$144,817	\$159,021
Superintendent Salary	\$327,071	\$319,443
Percent of Budget for Teacher Salaries	29.04%	30.35%
Percent of Budget for Administrative Salaries	4.73%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	21.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	5
Fine and Performing Arts	5
Foreign Language	5
Mathematics	8
Science	6
Social Science	11
Total AP Courses Offered Where there are student course enrollments of at least one student.	42

Professional Development

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 strives to provide staff with professional learning opportunities that focus on ensuring that all students have access to culturally responsive high-quality instruction and support through Universal Design for Learning and anti-bias/anti-racist practices in a robust multi-tiered system of support. District experts also provide professional learning specifically focused on Literacy, English Learners, Mathematics, Science, Educational Technology, Physical Education, the Visual and Performing Arts, and Social-Emotional Learning. The learning opportunities afforded through district professional learning deeply aligns with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design. Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

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

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement			3