

# McClellan High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	McClellan High School
<b>Street</b>	8725 Watt Avenue
<b>City, State, Zip</b>	Antelope California 95843
<b>Phone Number</b>	(916) 338-6440
<b>Principal</b>	David L. French
<b>E-mail Address</b>	davidlf@centerusd.org
<b>Web Site</b>	www.centerusd.k12.ca.us/cusd/mhs
<b>CDS Code</b>	34 73973 3430451

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	(916) 338-6440
Superintendent	Scott Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

### School Description and Mission Statement (School Year 2017-18)

**Mission:** McClellan students will achieve academic and personal success and become responsible, productive citizens. They will develop knowledge and skills that will prepare them for success in a variety of post-graduation options and in their adult lives.

Our focus at McClellan has always been to work together as a “family”, helping students develop integrity, responsibility, and respect, as well as confidence in their own abilities. Students who have fallen behind in credits can use our program to catch up and earn a high school diploma. However, our aim is not only to facilitate students earning a high school diploma, but also to prepare them for a successful life after high school. Our experienced staff presents a standards-centered, challenging, and complete curriculum, directed by concern for each student’s individual needs and abilities. We emphasize continual improvement, taking steps toward success in all areas.

We are committed to providing the best educational program possible for each student, to help each student reach his or her maximum potential. We welcome input from parents, guardians, and community members. If you have questions about this report or our school, please contact us.

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 10	19
Grade 11	34
Grade 12	27
Total Enrollment	80

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	11.3
American Indian or Alaska Native	1.3
Asian	5
Filipino	0
Hispanic or Latino	33.8
Native Hawaiian or Pacific Islander	0
White	48.8
Two or More Races	0
Socioeconomically Disadvantaged	62.5
English Learners	2.5
Students with Disabilities	5
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	5		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2018

Staff at McClellan High School have worked diligently to align curriculum and instruction to the Common Core State Standards. In adoption years, McClellan selected core texts and materials from the lists that were at that time approved by the State Board of Education and our district School Board. We make sure every student has access to necessary texts and materials both at school and at home.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Studysync, BookheadED Learning, LLC, McGraw-Hill, online program/ 2015 The New York Times - Upfront Magazine, Scholastic/ 2011 National Geographic/Hampton Brown, EDGE/2009 Hampton Brown, EDGE TM 2009	Yes	0
Mathematics	Core Connections, CPM Educational Program/2014 CPM Educational Program, Foundations for Algebra/2008 Glencoe/McGraw-Hill, Pre Algebra/2008 Pearson Prentice Hall	Yes	0
Science	AGS, Biology - Cycles of Life/2008 AGS, Physical Science/2008	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Globe-Fearon, Pacemaker American Government/2008 Globe-Fearon, Pacemaker Economics/2008 Globe-Fearon, Pacemaker US History/2008 Globe-Fearon, Pacemaker World History/2008 Ramsey Education Solutions, Foundations in Personal Finance/2015 McDougal-Littell, The Americans	Yes	0
<b>Foreign Language</b>	N/A		
<b>Health</b>	Glencoe - Health/2001	Yes	0
<b>Visual and Performing Arts</b>	Various sources- no textbooks used		
<b>Science Laboratory Equipment (grades 9-12)</b>			

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

Although built in 1960, the McClellan High School site is kept clean and free of hazards. All staff observe the school carefully and immediately report any safety concerns to our secretary, who submits a work order to our district maintenance division. McClellan High School is cleaned and maintained regularly by our one full-time custodian. Maintenance and repairs that our custodian is not able to perform are referred to our district maintenance department. During school vacations, our custodian performs deep cleaning. In addition to daily observations, our custodian performs monthly facilities inspections, including inspection of playground equipment and fire extinguishers and files his report with the principal.

Our district continues to implement efficiency upgrades to the McClellan site. Lights in the multipurpose room have been upgraded to LED fixtures which use less electricity and emit more light than the old fluorescent lighting. Classroom lights are being replaced as needed with these more efficient LED fixtures also. The facility is in good repair and no major improvements are planned for this year.

#### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
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	Ceiling tiles stained/holes; stained carpet; wall needs paint; wallpaper needs replacement; ceiling tiles replaced
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Tires stacked outside
<b>Electrical:</b> Electrical	X			Switch cover broken; porch light stuck on

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Old faucets
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Asphalt road buckled
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Old door handles; holes in door; bb holes in windows; door hinges colapsed

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2016				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	16	17	44	47	48	48
<b>Mathematics (grades 3-8 and 11)</b>		0	34	34	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	38	35	92.11	17.14
<b>Male</b>	23	20	86.96	15

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	15	15	100	20
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	11	11	100	18.18
White	18	16	88.89	12.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	24	92.31	16.67
English Learners	--	--	--	--

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

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

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

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	38	35	92.11	0
Male	23	20	86.96	0
Female	15	15	100	0
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	11	11	100	0
White	18	16	88.89	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	24	92.31	0
English Learners	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	--	20	57	60	56	54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

McClellan High School is a continuation school, with a focus on helping students make up missed credits so they can graduate on time. We do not offer CTE classes. We do emphasize students' need to prepare for their post-high school lives, whether they go on to college or into the work force. Our teaching staff continually encourages students to value a high school diploma as a step into a more fruitful life after graduation, and our counselor meets with students individually and in groups to discuss and prepare for next steps after high school. We bring in guest speakers from various professions and from the military to explain to students how they can approach their next phase of life, and we work with students on job interview skills and applications for college and financial aid. Our goal is to help students successfully enter into their adult lives past high school.

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

**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 areas of physical education.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

We invite involvement by all stakeholders. Parents and guardians can contact their children's teachers regarding opportunities to help with individual classes. Parents and guardians wishing to give input into school policies and programs can contact our office to meet with the principal. We have a School Site Council made up of staff, students, and parents. We also have parents and guardians representing our school in district advisory committees. All community members are invited to the school board meetings, held the third Wednesday of each month in the school year. For more information about any of these opportunities, please call our office at (916) 338-6440.

To keep parents and guardians informed, our school uses a variety of methods of contact. We send out a periodic newsletter with school-related articles and a list of upcoming events. We also post a calendar of events on our school website, <http://mhs.centerusd.org/>. Parents and guardians may view student grades through our Homelink portal. Information about this can be found on our website or by contacting our office. Our office and teachers maintain contact with parents through phone and email, and through automated phone, email, and text messages. We welcome parents and guardians to drop in our office at any time, and to arrange meetings with teachers and classroom visitations with 24-hour notice to confirm availability.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	18.8	73	23.4	6.3	14.8	7.8	11.5	10.7	9.7
Graduation Rate	70.83	18.92	73.44	90.61	83.19	87.94	80.95	82.27	83.77



**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

Group	Graduating Class of 2016		
	School	District	State
All Students	86.44	93.84	87.11
Black or African American	100	92.68	79.19
American Indian or Alaska Native	100	100	80.17
Asian	100	95.45	94.42
Filipino	0	100	93.76
Hispanic or Latino	80.95	95.6	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	78.57	90.61	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	84.62	99.47	85.45
English Learners	0	68.75	55.44
Students with Disabilities	100	75.93	63.9
Foster Youth	100	100	68.19

**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**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	28.7	26.1	35.8	5.3	9.1	7.6	3.8	3.7	3.6
Expulsions	0.0	1.3	1.7	0.0	0.2	0.2	0.1	0.1	0.1

**School Safety Plan (School Year 2017-18)**

Our school safety plan is updated and submitted for board approval by January each year. Staff is briefed on the current plan at the start of each school year, and discussions continue throughout the year as questions arise. The plan covers crisis readiness, response, and management, goals for site maintenance and improvement, listings of important phone numbers, information about utilities, and pertinent laws and policies related to school safety.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80

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

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

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11	9	1		23	3	2		14	4	3	
Mathematics	9	6							11	2		
Science	9	7			22	1	1		8	4		
Social Science	7	12	2		21	2	2		5	16		

Note: 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 (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.71	100
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	12377	2648	9730	85847
District	N/A	N/A	6377	\$74,900
Percent Difference: School Site and District	N/A	N/A	52.6	19.2
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	71.4	27.5

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

**Types of Services Funded (Fiscal Year 2016-17)**

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 20214-2015 school year, the district received categorical, special education, and support programs funds for:

- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal billing Option
- Other Local – Locally defined
- Special Education
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Transportation: Special Education

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,765	\$44,144
Mid-Range Teacher Salary	\$65,520	\$69,119
Highest Teacher Salary	\$83,753	\$86,005
Average Principal Salary (Elementary)	\$102,788	\$106,785
Average Principal Salary (Middle)	\$107,689	\$111,569
Average Principal Salary (High)	\$121,196	\$121,395
Superintendent Salary	\$161,507	\$178,104
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	4%	6%

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

**Advanced Placement (AP) Courses (School Year 2016-17)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>		N/A
<b>English</b>		N/A
<b>Fine and Performing Arts</b>		N/A
<b>Foreign Language</b>		N/A
<b>Mathematics</b>		N/A
<b>Science</b>		N/A
<b>Social Science</b>		N/A
<b>All courses</b>		

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

Professional Development at McClellan High School has revolved around 2 main themes: 1) Standards-based, objective-focused instruction and 2) Use of technology to support learning. These areas were selected based on in-class observations of teaching methods and based on assessment and polling of teacher needs, with respect to district goals.

Over the last three years, we have had two days of staff development at the beginning of each school year, and we present staff development workshops at many of our regular staff meetings during the course of the year. Additionally, teachers are encouraged to attend off-site workshops when available and appropriate. Since we are a small staff (5 teachers), we are able to provide individual mentoring for staff. The principal performs regular in-class observations to provide feedback and coaching on implementation of new strategies and technologies, and staff meets weekly, providing opportunity for discussion.