

McClellan 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.

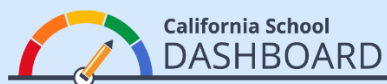
- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- 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	McClellan High School
Street	8725 Watt Avenue
City, State, Zip	Antelope California 95843
Phone Number	(916) 338-6440
Principal	David L. French
Email Address	davidlf@centerusd.org
School Website	https://mhs.centerusd.org/
County-District-School (CDS) Code	34 73973 3430451

2023-24 District Contact Information

District Name	Center Joint Unified School District
Phone Number	(916) 338-6400
Superintendent	Scott Loehr
Email Address	superintendentsoffice@centerusd.org
District Website	www.centerusd.org

2023-24 School Description and Mission Statement

Mission Statement: 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.

Motto: Developing integrity, responsibility, and respect - for now and for the future.

Vision: The staff of McClellan High School commits to the following vision for our school and ourselves:

We will develop and maintain a safe, nurturing family environment, supporting our diverse population of staff and students. We will build positive connections with students to help them achieve independence and success academically, socially, physically, and emotionally.

We will provide challenging, engaging academic courses based on current standards and focused on student learning.

We will provide a variety of extracurricular opportunities, facilitating student connection to school and student growth.

We will direct students to a broad variety of post-graduation options, and we will equip them with the knowledge and skills they need to achieve success.

We will be highly qualified in our positions, continuously learning and improving our skills.

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.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	10
Grade 11	79
Grade 12	10
Total Enrollment	99

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	36.4%
Male	62.6%
American Indian or Alaska Native	1%
Asian	2%
Black or African American	8.1%
Filipino	1%
Hispanic or Latino	49.5%
Native Hawaiian or Pacific Islander	3%
Two or More Races	7.1%
White	28.3%
English Learners	13.1%
Foster Youth	1%
Homeless	12.1%
Socioeconomically Disadvantaged	71.7%
Students with Disabilities	10.1%

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)	3.00	60.80	184.50	91.57	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	14.10	7.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.90	39.00	1.90	0.98	12115.80	4.41
Unknown	0.00	0.00	0.80	0.43	18854.30	6.86
Total Teaching Positions	5.00	100.00	201.50	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)	2.30	54.38	187.60	88.64	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	14.70	6.97	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.90	45.39	6.10	2.89	11953.10	4.28
Unknown	0.00	0.00	3.10	1.50	15831.90	5.67
Total Teaching Positions	4.30	100.00	211.70	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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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	0.00	0.00
Local Assignment Options	1.90	1.90
Total Out-of-Field Teachers	1.90	1.90

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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.

The district certified to the governing board on 10/18/2023 that the district has a sufficient supply of textbooks and instructional materials in the core academic areas. Sufficient textbooks and instructional materials include each pupil, including English learners, having a textbook or instructional materials, or both, to use in the classroom or take home.

Year and month in which the data were collected	October 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lexia Core5 Reading and PowerUp Literacy - online programs Expository Reading & Writing Course - California State University/ 2013 Newsela.com, website Other resources For Designated EL: Edge: Reading, Writing & Language - Hampton-Brown/2014	Yes	0
Mathematics	I-Ready Math - online program Core Connections, CPM Educational Program/2014 Mathematics I, Common Core, Pearson Prentice Hall/2014	Yes	0
Science	Biozone, Environmental Science/2013 Savvas, Environmental Science/2021 Biozone, Physical Science/2020 CPO Science, Physical, Earth, and Space Science/2016	Yes	0
History-Social Science	Various sources - no textbooks used		0
Foreign Language	N/A - No foreign language courses at McClellan High School		
Health	Glencoe - Health/2001	Yes	0
Visual and Performing Arts	Various sources - no textbooks used		

School Facility Conditions and Planned Improvements

The administration and staff at McClellan High work very closely with the maintenance and grounds department of the Center Joint Unified School District. If any situation is identified that requires attention, work orders are submitted, and the situations are resolved in a very timely manner.

Overall rating: Good

Year and month of the most recent FIT report

10/09/23

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Portable: Ceiling tiles stained, blinds need to be replaced,
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

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)	29		40		47	
Mathematics (grades 3-8 and 11)	4		25		33	

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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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)	--		23.76		29.47	

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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 Career Technical Education Programs

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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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

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 periodic phone calls and emails with school-related announcements and information. We also post a calendar of events on our school website, <http://mhs.centerusd.org/>. Parents and guardians may view student attendance and 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.

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	21.6	14.0		4.9	4.0		9.4	7.8	
Graduation Rate	48.6	76.7		86.6	91.1		83.6	87.0	

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			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2023-24 School Safety Plan

Our school safety plan is updated, reviewed by students, staff, and parents, and submitted for board approval by January of 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, policies, and protocols related to school safety.

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	9	5		
Mathematics	11	6		
Science	5	6		
Social Science	7	9		

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	9	8		
Mathematics	8	10		
Science	7	5	1	
Social Science	6	15		

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				
Mathematics				
Science				
Social Science				

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	

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	27719	14439	13280	73112
District	N/A	N/A	9176	\$77,784
Percent Difference - School Site and District	N/A	N/A	36.6	-5.1
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	67.3	-8.0

Fiscal Year 2022-23 Types of Services Funded

McClellan High School coordinates and integrates the appropriate use of funds from general state funds granted our district, CSI (Comprehensive Support & Improvement), Title One, Lottery funds, and our student fund to provide students and other stakeholders the support necessary to achieve our school mission and goals as outlined in our School Plan for Student Achievement and Local Control Accountability Plan.

CSI funds are used for strategies to increase student achievement in math and English/language arts, to improve our graduation rate, and to lower our suspension rate. These strategies include purchasing curriculum and technology, facilitating professional development, designing and maintaining programs to increase student engagement, and employing an academic coordinator to support teachers. Title One funds are used to provide extra hours for our counselor to support students in meeting graduation requirements. Lottery funds are used to purchase appropriate curriculum and instructional supplies for students. District funds provide salaries and benefits for staff, including a resource teacher to support our few students who have an IEP. Additionally, district psychologists, behaviorists, and other personnel are available to assess and evaluate students identified as potentially needing extra intervention to reach grade-level academic and behavioral standards. District funds also provide books, supplies, and other essentials for running a 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	\$48,684	\$50,875
Mid-Range Teacher Salary	\$71,341	\$79,761
Highest Teacher Salary	\$100,542	\$103,045
Average Principal Salary (Elementary)	\$115,715	\$128,154
Average Principal Salary (Middle)	\$121,695	\$131,774
Average Principal Salary (High)	\$129,188	\$142,676
Superintendent Salary	\$224,277	\$211,462
Percent of Budget for Teacher Salaries	32.03%	30.11%
Percent of Budget for Administrative Salaries	4.26%	5.49%

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

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Professional Development at McClellan High School has revolved around 2 main themes: 1) Standards-based, objective-focused instruction following UDL principles, and 2) Implementation of a school-wide PBIS program.

Each school year, we have two days of staff development before students return and at least other one day of staff development, 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 (4 teachers), we have also provided 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. Our Academic Coordinator supports teaching staff in refining teaching strategies to improve student learning. The Academic Coordinator observes lessons, examines data, gives feedback, coaches, and directs teachers in developing improved lessons and delivery through our PLC process. The Academic Coordinator also researches and recommends professional development opportunities for individual teachers and all staff.

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	4	4	3