

MacGregor High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	MacGregor High School
Street	603 Key Route Blvd
City, State, Zip	Albany, CA 94706
Phone Number	510.558.3570
Principal	Darren McNally
E-mail Address	dmcnally@ausdk12.org
Web Site	mac.ausdk12.org
CDS Code	0161127/0130294

District Contact Information	
District Name	Albany Unified School District
Phone Number	510.558.3750
Superintendent	Valerie Williams
E-mail Address	vwilliams@ausdk12.org
Web Site	http://www.ausdk12.org

School Description and Mission Statement (School Year 2018-19)

MacGregor High School, founded in 1982, is a small, dynamic, continuation school that serves a diverse population of students, ages 16 and older, who are often at-risk of not graduating from high school. MacGregor offers its students a safe campus, high academic standards, and a caring staff.

Our school is unique in that it pays particular attention to students who have had credit and/or attendance problems and whose lifestyles and/or personal situations disallow them from fitting into the structure of a large school setting.

MacGregor High School is located on the campus of Albany High School (AHS), and together these schools serve all students in grades 9-12 in Albany, California. This arrangement allows most of our students to be concurrently enrolled in Albany High School. While MacGregor meets the core academic needs of our students, they also have access to Albany High School's resources for robust extracurricular options and elective courses.

MacGregor High School works with each and every student to ensure he or she has clear, realistic goals for the steps toward, and the completion of, their education. These goals allow for each individual to consider the options available to them. These options include graduating from MacGregor, returning to the comprehensive high school, passing the California High School Proficiency Exam, or passing the General Educational Development (GED) test. Included in preparation for graduation or one of the other alternatives, is working with each student to make sure they are ready for entrance into community college, college and/or the workforce, independent-living plans, as well as their emotional and physical wellness.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 11	3
Grade 12	9
Total Enrollment	12

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	8.3
American Indian or Alaska Native	0.0
Asian	8.3
Filipino	0.0
Hispanic or Latino	41.7
Native Hawaiian or Pacific Islander	0.0
White	41.7
Socioeconomically Disadvantaged	50.0
English Learners	25.0
Students with Disabilities	33.3
Foster Youth	0.0

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	5	4	5	217
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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 2018-19)

Year and month in which data were collected: October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	AHS uses core novels in place of an adopted textbook	No	0.0%
Mathematics	College Prep Math, Integrated Math 1, 2, & 3, 2013 (CPM.org); Mathematics Vision Project, Course 1 & 2, 2013 (mathematics visionproject.com) Pre Calculus/Pre Calculus with Limits/2001/McDougal Littel Honors Pre Calculus/Calculus with Pre Calculus/2004/McDougal Littel AP Calculus AB/Calculus (Stewart)/2004/Thompson Learning AP Calculus BC/Calculus 6th Edition (Swok)/1994/PWS AP Statistics/Stats, Modeling the World/2010/Addison-Wesley Statistics/ Stats, Modeling the World/2010/Addison-Wesley	No	0.0%
Science	Biology: Biology (Prentice Hall) Advanced Placement Biology: Biology in Focus AP Edition Chemistry: Foundations of College Chemistry (Arena) Advanced Placement Chemistry: General Chemistry (Robinson) Physics: Physics Principles and Problems (Glencoe Science) Advanced Placement Physics: Physics (Giancoli) Anatomy and Physiology: Hole's Essentials of Human Anatomy & Physiology (McGraw Hill) Advanced Placement Environmental Science: Environment (Wiley)	No	0.0%
History-Social Science	Grade 10: World History, People & Nations (Holt) Grade 11: American Odyssey (Glencoe) Grade 12: US Government: American Politics Today (Norton & Company) Grade 12: Advanced Placement Comparative Government: Introduction to Comparative Politics Grade 12: Economics: Economics in our Times (NTC Publishing)	No	0.0%
Foreign Language	Spanish: Realidades 1-4 (2004) Advanced Placement Spanish: Abriendo Paso (2005) French: Discovering French 1-4 Advanced Placement French: Une Fois Pour Toute		0.0%

School Facility Conditions and Planned Improvements (Most Recent 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: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Room -109-B: Room 214-A: Room 217:
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Boys Locker Room: Boys Restroom hand dryer not working
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	3rd Floor Student Restrooms: Library:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Good

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	--	--	79.0	76.0	48.0	50.0
Mathematics (grades 3-8 and 11)	--	--	73.0	70.0	37.0	38.0

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.

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

MacGregor High students participate in CTE courses offered at AHS. Albany High School offers several CTE courses and continues to work toward building CTE pathways (two or more related courses).

The following classes are currently offered at AHS:

- Photography and Advanced Photography
- Communications/Graphic Arts
- Journalism
- Video Production
- Sports Medicine
- Culinary Art

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	9
% of pupils completing a CTE program and earning a high school diploma	55%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	62.5
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Opportunities for parent involvement include the School Site Council, frequent parent-teacher conferences, Back to School Night, phone contact, report cards, and parent volunteering. We also have a website where parents can post news and other notices.

Parents are also encouraged to participate in Albany High School organizations, activities and events (e.x. Athletic Boosters).

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	15.4	21.4	--	5.5	4.8	3.9	10.7	9.7	9.1
Graduation Rate	84.6	57.1	--	93.4	93.3	91.9	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	96.0	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	100.0	96.2	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	100.0	94.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	0.0	95.8	92.1
Two or More Races	0.0	96.7	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	100.0	52.6	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	22.7	1	23.5	1.6	3.1	2.1	3.7	3.7	3.5
Expulsions	0.0	1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

In May 2018, the AUSD Governing Board approved an independent contractor agreement with Safe Havens International to develop district and site emergency preparedness and mitigation plans. Staff from Safe Havens International have conducted meetings with district and site administrators and staff, as well as local emergency response agencies, to gather information and start the plan development process. Safe Havens International will use the information gathered to customize AUSD’s safety plans. The final emergency plans will be delivered to AUSD by the end of the 2018 calendar year. This will allow ample time for school site councils and/or school safety planning committees to review the plans prior to their presentation to the AUSD Governing Board for review, discussion, and potential approval in March 2019.

During the safety plan development process, the following school site safety plans are also in place:

We secure our campus perimeter from criminal activity by having site administrators and a full-time security aide patrol the campus. The campus is closed to outsiders, and access signs are displayed prominently at entry points. Albany High School currently has cameras in all of the main parts of the buildings to help prevent crime on campus.

Physical conditions that could lead to accidental harm are reported and corrected promptly by site administration, custodial and maintenance teams. School grounds are kept clean at all times. Graffiti is painted over in a timely manner, and repairs are made as necessary. School buildings and classrooms are well maintained and attractive and are free of physical hazards. Classrooms have adequate space for the student-teacher ratio and are conducive to learning. Standard incident-reporting procedures are in place. Valuables and equipment are inventoried properly, engraved for identification and stored securely. Parents and volunteers are recruited and trained as monitors for student activities. The community uses the school during off-hours.

The school and community collaborate on crime-prevention efforts. The crisis-response plan identifies procedures to follow during: 1. human emergencies, such as death of a student, suicide pacts and intruders; and 2. natural emergencies, such as fires, earthquakes and other natural disasters.

Police and fire department representatives participate in safety reviews of the campus and will assist staff to respond effectively to school security and safety. Fire, earthquake and lockdown drills are conducted regularly throughout the year.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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	14.0	1			11.0	1			5.0	2		
Mathematics	5.0	1			5.0	1			5.0	2		
Science	12.0	1			13.0	1			6.0	2		
Social Science	12.0	2			10.0	2			6.0	3		

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.2	25
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$31207	\$5584	\$25623	\$68554
District	N/A	N/A	\$7153	\$72,154
Percent Difference: School Site and District	N/A	N/A	112.7	-5.1
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	113.0	-4.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

During the 2017-2018 school year, the following support services were provided:
 Supplemental funds (Local Control Funding Formula) were allocated to staff counseling services, and tutoring services.
 SchoolCare, a community fundraising group, allocated staffing for additional electives, library staffing and college/career support staffing.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,326	\$45,681
Mid-Range Teacher Salary	\$68,927	\$70,601
Highest Teacher Salary	\$92,910	\$89,337
Average Principal Salary (Elementary)	\$136,524	\$110,053
Average Principal Salary (Middle)	\$141,656	\$115,224
Average Principal Salary (High)	\$151,534	\$124,876
Superintendent Salary	\$212,198	\$182,466
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

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)

In addition to participating in all professional development as part of AHS, teachers at MacGregor meet regularly to discuss social-emotional aspects of the program and students' needs.