McPherson Magnet School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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/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 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.

2022-23 School Contact Information

School Name	McPherson Magnet School
Street	333 S. Prospect Street
City, State, Zip	Orange, CA 92869
Phone Number	(714) 997-6384
Principal	Brenna Godsey
Email Address	bgodsey@orangeusd.org
School Website	https://mcphersonhome.meteormail.net/home
County-District-School (CDS) Code	30-66621-6058945

2022-23 District Contact Information

District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
District Website Address	www.orangeusd.org

2022-23 School Overview

McPherson was built as a junior high school in 1960 in a residential area on Prospect St. between Chapman and La Veta Avenue. The school sits on 24.2 acres. Due to declining enrollment, the school was closed in the late 1980's. McPherson reopened in September, 1997, as a science, mathematics, and technology (STEM) K-8 magnet school on the traditional academic calendar.

Currently, approximately 858 students are enrolled in grades kindergarten through eighth grade. Students enroll into McPherson through a lottery system every year. The teaching staff includes 37 general education teachers. The support staff consists of 3 special education teachers, 8 part-time special education aides, 2 full-time aides, 1 speech and language therapist, 1 psychologist (4 days per week), 1 mental health counselor (2 days per week), 1 full time academic counselor and 1 full time library media technician. The administrative team consists of the principal, the assistant principal, an office manager, an attendance secretary, a health clerk, a registrar, and a part time clerk. Supporting the safety of our campus are 2 full-time and 1 part time custodian and eight noon-duty supervisors (with one alternate). We also have a kitchen with 1 part time staff member.

MISSION STATEMENT:

All students will achieve academic and personal success, by means of "KIDS " ... Knowledge * Inspiration * Discovery * Success

VISION STATEMENT:

The McPherson Vision defines our school's purpose in terms of values rather than bottom-line measures. It is what guides and inspires us in creating our ideal school and provides the roadmap in accomplishing our mission.

The McPherson Learning Community is committed to…

1. Nurturing an academic community by honoring individual strengths, talents, and learning styles.

2022-23 School Overview

2. Inquiry-based active learning through critical thinking, questioning, problem solving, risk-taking, inventive thinking and communication.

3. Integrating all curricular areas through the magnet focus of math, science and technology.

4. Research and data-based instruction.

5. Creating relevant, high-quality products which extend beyond the walls of the classroom.

6. Mastery of identified essential concepts and skills for every child.

7. Meeting the needs of each child with systematic and timely intervention.

8. Global citizenship through compassion, respect, integrity, collaboration, and personal responsibility for self, school, community, and environment.

McPherson's magnet focus provides the key focus for the school. We use the Common Core State Standards to drive our instruction. Science is taught through project-based learning and provides the theme for our curriculum integration. Science themes support reading and writing literacy by engaging student interest and curiosity through process skills. Mathematics is taught where concept development proceeds skill development. Hands-on learning and applying mathematics in other curricular areas is a cornerstone of McPherson. Middle school electives are based around our magnet focus as well.

Technology provides the tools at McPherson to actively engage students. Students have access to state of the art equipment and modern technology, networked throughout the school in the labs, library and classroom settings. The school is 1:1 for number of technology devices available for students. All 3rd-8th grade students are issued a laptop and K-2nd students are issued an iPad. Currently, each classroom has telecommunication networking capability through video, close circuit TV, email, Internet access and telephone voice mail. A base-line for each classroom has been established, where we strive to provide the following in each classroom: wireless capability, mounted LCD projector, ELMO, SMART slate/board (in some classrooms), and iPads, in addition to the 1:1 device for students. McPherson participates in videoconferencing to provide student-access to communicate with outside experts and opens up our educational world. The school library is fully automated, wireless, and accessible for every classroom, providing a hub for information. Students use technology to learn new material, support and extend learning, and have an opportunity to practice skills through applied learning. Students create web pages, program games, content movies, Photoshop documents, wikkis and blogs, broadcast interviews, use programs through technology such as Reading Counts, ST Math, and iReady as well as research and presentation software for product outcomes.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	84
Grade 2	85
Grade 3	87
Grade 4	97
Grade 5	98
Grade 6	100
Grade 7	100
Grade 8	100
Total Enrollment	835

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.1
Asian	11.0
Black or African American	1.2
Filipino	2.2
Hispanic or Latino	52.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.4
White	27.4
English Learners	9.0
Foster Youth	0.1
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	21.6
Students with Disabilities	10.9

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)	30.80	93.85	968.20	89.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.09	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.50	0.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	1.01	28.50	2.65	12115.80	4.41
Unknown	1.60	5.09	74.80	6.94	18854.30	6.86
Total Teaching Positions	32.80	100.00	1078.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.30	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 12-22-23 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 8, 2022.

Year and month in which the data were collected	September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders Program from McGraw Hill adopted in 2017 Grades K-5 & Pearson myPerspectives ELA/ELD ©2017 Grades 6-8; selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6; Pearson enVision 2.0 Mathematics Program ©2017 adopted for grades 6-8; Pearson Integrated Mathematics I ©2014; Pearson Integrated Mathematics II ©2014; selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. As an intervention curriculum we have purchased Math 180 (course 1) for mathematics intervention from grades 7-8.	Yes	0%
Science	Amplify Science was adopted in 2019 for grades K-5. Pearson Elevate Science was adopted in 2019 for grades 6-8. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	TCI (Teacher's Curriculum Institute) California Social Studies Alive ©2016-2018 (grades K-5) was adopted in 2021 ; McGraw-Hill IMPACT Social Studies ©2019 Grades 6-8; selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Foreign Language	Avancemos: Houghton-Mifflin Program adopted in 2016 Grades 7-8 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Health	Too Good For Drugs Program was adopted in 2019 for Grades 3-6, and adopted for grades 1-2 in 2009. Positive Prevention Plus ©2018 grades 7-8 adopted in 2021; selected from the most recent list of standards-based materials adopted by the Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%

School Facility Conditions and Planned Improvements

The data for school facilities was collected on 10/2/2020 and showed that McPherson Magnet has an overall good rating for facilities. All issues mentioned in the fit report have been addressed through the Orange Unified School District's work order system.

Year and month of the most recent FIT report	10/8/2022

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			200 Girls RR: Kitchen: Large holes in restroom walls need repair. MPR: Int. Surfaces: walls need painting, ceiling tiles on walls are in need replacing due to damage. RM 702: Damaged ceiling tiles. Rm 804: Holes in wall where old dispensers used to be, must be patched and painted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			RM 102: Daisy chaining of surge protectors / electrical cords taking place, this is not permitted. RM 301: Monthly fire extinguisher inspection not taking being performed. RM 403: two broken electrical outlets found, these must be replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Admin Bldg: Fire: Extinguihser not signed. Boys PE: Fire extinguisher tag missing, must be replaced. Work order should be submitted. RM 106: Monthly fire extinguisher inspection not taking being performed. RM 108: Fire extinguisher missing tag, needs to be replaced. Work order should be submitted. RM 109: Fire extinguisher missing tag, needs to be replaced. Work order should be submitted. RM 300: Fire: extinguisher not mounted RM 301: Monthly fire extinguisher inspection not taking being performed. RM 302: Monthly fire extinguisher inspection not taking being performed. RM 303: Fire extinguisher tag missing, must be replaced. Work order should be submitted. Rm 804: Holes in wall where old dispensers used to be, must be patched and painted.
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** |

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	62	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	51	N/A	39	N/A	33

2021-22 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	576	561	97.40	2.60	61.68
Female	292	288	98.63	1.37	69.10
Male	284	273	96.13	3.87	53.85
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	58	58	100.00	0.00	79.31
Black or African American	--	--	--	--	--
Filipino	12	11	91.67	8.33	63.64
Hispanic or Latino	314	309	98.41	1.59	53.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100.00	0.00	79.17
White	155	146	94.19	5.81	69.18
English Learners	37	36	97.30	2.70	30.56
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	136	132	97.06	2.94	47.73
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	81	76	93.83	6.17	26.32

2021-22 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	576	557	96.70	3.30	51.35
Female	292	285	97.60	2.40	49.47
Male	284	272	95.77	4.23	53.31
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	58	57	98.28	1.72	70.18
Black or African American	--	--	--	--	--
Filipino	12	11	91.67	8.33	54.55
Hispanic or Latino	314	308	98.09	1.91	39.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100.00	0.00	79.17
White	155	144	92.90	7.10	64.58
English Learners	37	36	97.30	2.70	22.22
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	136	132	97.06	2.94	32.58
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	81	76	93.83	6.17	31.58

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	43.24	34.95	32.07	28.5	29.47

2021-22 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	194	185	95.36	4.64	43.24
Female	92	91	98.91	1.09	46.15
Male	102	94	92.16	7.84	40.43
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100	0	82.35
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	110	99.1	0.9	32.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	51	44	86.27	13.73	54.55
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	44	43	97.73	2.27	27.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	17.86

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	95	64.4	96	95	95
Grade 7	94.2	95.1	95.1	95.1	95.1

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.

2022-23 Opportunities for Parental Involvement

At McPherson, we feel that parents are an integral part of our success and a child's educational advancement. We expect parents to be an active participant in the culture and programs of the school. Together, our staff and parents provide students an enriching and successful academic journey. Our PTSA and McPherson Education Foundation have enriched our successful instructional programs by providing funds to support educational programs, upgrade technology and refurbish science consumables. Planned family events, such as Family Technology Night , Family Math Night, Family Science Night, and other family engagement events have strengthened our home and school relationship. Funds are raised to support innovative programs such as our EarthLab and provide our labs and classrooms with new technology and science instructional materials.

The parents of McPherson students are involved in our school programs through many hours of volunteer time in the classrooms, chaperoning field trips, working on beautification projects and our two gardens, providing clerical and office support, helping with safety and supervision, supporting drama productions, assisting in student art shows and many other activities. Parent volunteers organize and coordinate the purchase of uniforms, art projects and celebrations of special events. The School Site Council (SSC) and English Learner Advisory Committee (ELAC) meets to plan and review our School Improvement Plan. The SSC/ELAC provides staff input and assists in the monitoring of all school improvement projects.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	847	841	99	11.8
Female	422	420	56	13.3
Male	425	421	43	10.2
American Indian or Alaska Native	1	1	1	100.0
Asian	92	92	1	1.1
Black or African American	10	10	0	0.0
Filipino	18	18	1	5.6
Hispanic or Latino	447	442	68	15.4
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	38	38	4	10.5
White	232	231	24	10.4
English Learners	76	75	7	9.3
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	188	187	28	15.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	110	108	18	16.7

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.12	2.03	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.77	0.19	2.37	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.77	0.00
Female	0.95	0.00
Male	2.59	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.24	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.63	0.00
White	1.72	0.00
English Learners	1.32	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.82	0.00

2022-23 School Safety Plan

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Child Welfare and Attendance. The office of Child Welfare and Attendance provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

The campus of McPherson provides a safe and positive learning environment for all students. Gates are locked throughout the day, maintaining a closed campus to prevent unauthorized access to the school grounds. To maintain security, visitors to our school are required to enter through the office, and check-in for identification purposes, and wear identification stickers (printed with their picture from the Hero system). Teachers are trained in district procedures regarding student safety. A comprehensive disaster plan is in effect and fire, earthquake, and/or intruder drills are conducted monthly. This plan is updated yearly and input is generated through the School Site Council. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically to be prepared in case of an actual disaster. Staff members receive training in student supervision, disaster preparedness, and crisis intervention. The school's PTSA purchased equipment and supplies for every classroom for emergency use. Fresh water barrels and emergency tools are stored in various parts of the campus and mapped accordingly. McPherson implements and practices safety procedures on a regular basis (we conduct monthly drills of evacuations-fires, earthquakes and lock-downs). A Lock-Blok security system has been installed on each classroom door, in case of an active shooter or dangerous intruder. Because we are a technology school, Internet Safety and the safe and responsible manner we access and share information through technology is a large concern for us and is taught and modeled by all teachers. Every year our students participate in an internet safety curriculum to clearly understand Internet safety. Students are taught to be consumers of information in the classrooms. Clearly communicated expectations are upheld and enforced in this area, and this information is also shared with parents through technology nights. A positive learning environment is always our priority. Students are recognized for their achievement, improvement, and positive behavior through various means including: positive actions, positive reminders/signs, school incentives, weekly recognition through assemblies/videos, special activities, celebration boards, and our PBIS R.O.C.K program. When students are having a difficult time following our high expectations, a proactive approach is implemented with administration working with the student and parent to support all members of the learning community.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	38		2	1
1	29		3	
2	29		3	
3	35	1	6	3
4	42		4	3
5	42		4	5
6	27	6	9	12

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		3	
1	29		3	
2	29		3	
3	29		3	
4	44		1	2
5	40		2	3
6	26	8	7	11

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		3	
1	28		3	
2	28		3	
3	29		9	
4	36		3	1
5	33		3	
6	23	9	12	6

2021-22 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	835

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.4

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$5596.62	0	$5596.62	$77159.19
District	N/A	N/A	$6616.90	$89,626
Percent Difference - School Site and District	N/A	N/A	-16.7	-14.9
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	-16.4	-10.1

2021-22 Types of Services Funded

Categorical funds are used to increase student access to technology and engaging learning opportunities. McPherson offers a variety of support and enrichment classes for students. Teachers and administrators write grants for supporting the instructional program and for teacher staff development. The parent community also has a strong commitment to support the magnet focus of math, science, and technology through fund raising and volunteerism. These monies also provide enrichment assemblies and field trips in the magnet focus along with music, arts, and history. The following is a short list of items that were funded for the 2020-2021 school year form various budgets:

LCFF Supplemental:
Substitutes (sci fair, planning and kinder assessment)
Tutoring
Subs for Professional Development
Subs for Planning standards-based lessons
Extra Earning for interpreter

Lottery:
iReady licenses
Software/Digital Portfolios

Discretionary:
ST Math Renewal

Other:
PLTW STEM Lab refurbishment, training and supplies

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$54,515	$51,081
Mid-Range Teacher Salary	$79,004	$77,514
Highest Teacher Salary	$111,263	$105,764
Average Principal Salary (Elementary)	$130,156	$133,421
Average Principal Salary (Middle)	$137,808	$138,594
Average Principal Salary (High)	$165,215	$153,392
Superintendent Salary	$256,476	$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Staff development opportunities are provided through teacher-to-teacher mentoring programs such as CTIP (Beginning Teacher Induction Program), staff meetings, conferences and school-based in-service meetings. CTIP, PAR, school facilitators, and outside consultants provide school and district-level staff with curriculum development in identified areas of need. Modified Wednesdays, where teachers meet together every week in grade levels or curriculum areas, will provide the teachers time to plan as a grade level, and provides horizontal and vertical articulation opportunities, as well as whole school planning time to address the needs of our school and ensure that our teachers are using research-based and best practices. During the school year professional development topics will include communication objectives, response frames and purposeful grouping (these topics have been disseminated from the DO to the school site).

McPherson teachers and staff are dedicated to providing the highest quality of education to our students. Professional development is an important part of our school program. The early release Wednesdays allow time for the staff to work on improving instruction in the areas of writing, begin looking at the new Common Core State Standards, and the integration of technology, in addition to ensuring that all students are meeting making adequate progress in their academics. Some of the staff development activities have included working in our PLC groups, iReady training, equitable grading practices, Write from the Beginning, Thinking Maps, GLAD, using data to drive instruction, RTI, Communication Objectives and creating frames, purposeful grouping, vocabulary development and language acquisition, how to help our EL learners, and a continued use of data to analyze student progress.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9