McPherson Magnet 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	McPherson Magnet School
Street	333 S. Prospect Street
City, State, Zip	Orange, CA 92869
Phone Number	(714) 628-4325
Principal	Joe Erven
E-mail Address	jerven@orangeusd.org
Web Site	http://mcphersonhome.meteormail.net/
CDS Code	30-66621-6058945

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
E-mail Address	ghansen@orangeusd.org
Web Site	www.orangeusd.org

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

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 K-8 magnet school on the traditional academic calendar.

Currently, approximately 860 students are enrolled in grades kindergarten through eighth grade. It also houses a district Occupational Therapy program as well as a K-3, and 4-6 SDC class. Students enroll into McPherson through a lottery system every year. The teaching staff includes 37 general education teachers. The support staff consists of 4 special education teachers, 9 part-time special education aides, 1.2 speech and language specialist, 1 psychologist (3 days per week), 1 mental health counselor (2 days per week) and 1 full time library media specialist. The administrative team consists of the principal, the assistant principal, an office manager, an attendance secretary, two health clerks and a part time clerk. Supporting the safety of our campus are 2 full-time and 1 part time custodian and six 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.

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 signature ad we teach the Common Core State Standards. 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. 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), iPads, and 5 good working computers. 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. McPherson operates two computer labs, and an audio visual classroom. 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, as well as research and presentation software for product outcomes. Edmodo provides technology communication with teachers and students. Middle school students participate in a laptop program in their core subject areas.

McPherson students have seen great success, as evident through standardized test scores, academic competitions, community involvement, and happy faces.

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

Grade Level	Number of Students
Kindergarten	90
Grade 1	92
Grade 2	91
Grade 3	91
Grade 4	100
Grade 5	100
Grade 6	109
Grade 7	104
Grade 8	101
Total Enrollment	878

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	11.4
Filipino	2.7
Hispanic or Latino	45.0
Native Hawaiian or Pacific Islander	0.3
White	36.7
Socioeconomically Disadvantaged	25.9
English Learners	9.7
Students with Disabilities	10.8
Foster Youth	0.3

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	35	37	37	1246
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	13

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 11, 2018

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. 16-18-19 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 October 11, 2018.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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. As an intervention curriculum we have purchased READ 180 (both a and b licenses) for reading intervention from grades 4-8.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Pearson/Scott Foresman EnVision California Common Core Mathematics Program adopted in 2014 for Grades K-2, adopted in 2015 for Grades 3-8, EnVision 2.0 and Advanced Math 7, Integrated Math 1, and Geometry from Pearson Mathematics Program ©2017; 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	Pearson/Scott Foresman Science Program adopted in 2008 Grades K-5, Holt California: Science Program ©2007 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	Harcourt Social Studies Program adopted in 2006 Grades K-5; 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 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adpotion cycle. Fully available to all students.	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

The data for school facilities was collected on 7/10/2018 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

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: 7/10/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Boys' PE & Locker Room: 4: Walls need painting, coach's office is covered in Sharpie graffiti, 12: Lockers in very poor condition - need replacing Girls' PE & Locker Room: 4: Walls need painting, coach's office is covered in Sharpie graffiti, 12: Lockers in very poor condition - need replacing Girls' R/R by Room 400: 4: Entry hall stucco walls need painting Kinder R/R Between 701 & 702: 4: Paper tower dispenser and grill are rusting and paint is peeling Kitchen: 4: Rear wall Celotex wall times damaged Room 207: 5. Carpet dirty - needs deep cleaning 4: Carpet stained; seams separating under white board Room 208: 4: Wall paint mismatched - needs painting. Carpet dirty - needs deep cleaning Room 301: 4: Carpet stained and dirty; floor tiles cracked at west entry; north wall needs patch by duplex box Room 400 Library: 4: 4: Carpet stained, worn, dirty and has puckers - needs replacing Walls and cabinets in backroom need paint Room 402: 4: Carpet stained, worn, dirty and has puckers - needs replacing 15: Window glaze damaged (finger gouged) Room 500 Music Room: 4: Door jamb needs painting Room 700 Daycare: Not able to access in 2018, key didn't work - Assumed 2017 scores 4: Lockers need painting; walls and door jambs paint peeling 7: Edison meter cabinet needs paint (rust convertor) along bottom 12: Facia on south side has dry-rot and roof truss overhang Room 701 Kinder: 4: Carpet is stained and dirty Room 702 Kinder: 4: Carpet stained and dirty Room 800: 4: Carpet stained and dirty - needs deep cleaning, Cabinets need painting 12: Roof trusses have dry-rot at outside overhang

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/10/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
		Room 802: 4: Paint peeling; plaster damage on north & south walls; ceiling tiles stained Room 805: 4: Carpet stained; walls need paint touch-up, ceiling tiles really messed up due to previous repair work Stage & Backroom: 4: Concrete has big holes at loading dock double door threshold; hand rails to stage unsecure both sides; missing cove base at stairs to stage, back room is messy and dirty. Women's R/R Cafeteria: 4: Partitions deteriorating along bottom; rusty First stall has water leak at Slaon valve, rusty water
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Room 200: 5. Carpet dirty - needs deep cleaning, Wall and ceiling Celotx tiles dirty 15: Window mastic falling out on upper window Room 201: 5. Carpet dirty - needs deep cleaning Room 202: 5. Carpet dirty - needs deep cleaning, walls dirty - need painting Room 203: 5. Carpet dirty - needs deep cleaning Room 204: 5. Carpet dirty - needs deep cleaning, Turtle in aquarium – water looked nasty Room 205: 5. Carpet dirty - needs deep cleaning 12: Termite damage on roof truss overhang between Rooms 205 & 207 Room 206: 5. Carpet dirty - needs deep cleaning Room 209: 5. Carpet dirty - needs deep cleaning
Electrical: Electrical	Good	AudioVisual Storage Room 800: 7: Bare wires pulled out of chase (have wire nuts) need panel cover installed Boys' R/R & Storage: 7: Light switch in storage room needs cover; walls need patch; mirror damaged Room 109: Asbestos abatement, floor covering, and painting WIP summer 2018 Room 601 OT Room: 4: Ceiling tiles stained in back office 7: Data box on west wall (high) needs to be anchored Room 700 Daycare: Not able to access in 2018, key didn't work - Assumed 2017 scores 4: Lockers need painting; walls and door jambs paint peeling 7: Edison meter cabinet needs paint (rust convertor) along bottom 12: Facia on south side has dry-rot and roof truss overhang
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys' R/R 200 Bldg: 9: One sink inoperable Girls' R/R 200 Bldg: Couldn't access in 2018, used 2017 scores. 9: Sink cracked rusted at drain, mirror shelf rusted 15: Exterior door rusting along bottom Grounds Between 400 & 500 Bldgs: 9: Drinking fountain outside Girls' R/R on 400 Bldg is inoperable

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/10/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Boys' PE & Locker Room: 4: Walls need painting, coach's office is covered in Sharpie graffiti, 12: Lockers in very poor condition - need replacing Girls' PE & Locker Room: 4: Walls need painting, coach's office is covered in Sharpie graffiti, 12: Lockers in very poor condition - need replacing Room 205: 5. Carpet dirty - needs deep cleaning 12: Termite damage on roof truss overhang between Rooms 205 & 207 Room 800: 4: Carpet stained and dirty - needs deep cleaning, Cabinets need painting 12: Roof trusses have dry-rot at outside overhang Women's R/R Cafeteria: 4: Partitions deteriorating along bottom; rusty First stall has water leak at Slaon valve, rusty water
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Girls' R/R 200 Bldg: Couldn't access in 2018, used 2017 scores. 9: Sink cracked rusted at drain, mirror shelf rusted 15: Exterior door rusting along bottom Lunch Table Cover North of 700 Bldg: 14: Concrete has lifted in few locations between sidewalk (700 Bldg) and tables Playground 700: 14: 50ft landing material has holes and damage throughout - See PlaySafe audit Room 200: 5. Carpet dirty - needs deep cleaning, Wall and ceiling Celotx tiles dirty 15: Window mastic falling out on upper window Room 401-A Library Quiet Room: 15: Bottom floor mount door hinge is loose - base plate needs to be screwed down Room 402: 4: Carpet stained, worn, dirty and has puckers - needs replacing 15: Window glaze damaged (finger gouged)

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/10/2018	
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)	64.0	70.0	54.0	57.0	48.0	50.0
Mathematics (grades 3-8 and 11)	56.0	61.0	40.0	43.0	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	594	581	97.81	70.22
Male	300	293	97.67	64.85
Female	294	288	97.96	75.69
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	73	73	100.00	87.67
Filipino	18	17	94.44	64.71
Hispanic or Latino	256	256	100.00	62.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	225	214	95.11	73.83
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	144	141	97.92	54.61
English Learners	79	79	100.00	53.16
Students with Disabilities	73	71	97.26	36.62
Foster Youth	--	--	--	--

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	595	580	97.48	61.21
Male	301	292	97.01	62.67
Female	294	288	97.96	59.72
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	73	73	100	79.45
Filipino	18	17	94.44	52.94
Hispanic or Latino	257	256	99.61	47.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	225	213	94.67	72.77
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	145	140	96.55	45.71
English Learners	80	79	98.75	31.65
Students with Disabilities	74	70	94.59	27.14
Foster Youth	--	--	--	--

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.

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
5	17.3	31.6	29.6
7	17.6	30.4	18.6

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)

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 Step It Up have strengthened our home and school relationship. Special programs supported by our parents include Meet the Masters assemblies and Imagination Machine assembly. Funds are raised to support innovative programs such as our music program, 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.

The McPherson staff and students are most grateful to parents and community members for their continued support.

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	1.4	2.2	0.5	3.1	3.1	2.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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. Students bring in comfort bags for disaster preparedness. 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 for each classroom door has been purchased, 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 at our Flag Ceremonies, special activities, celebration boards, and our Character Counts 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. All students and parents are asked to sign an Anti-Bully Contract, after being trained with expectations and given tools to stop bullying. A Bully Box is also monitored daily, both a physical one in the office as well as one where students and parents can report electronically, through the school website.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		3		30		3		29		3	
1	30		3		30		3		30		3	
2	30		3		30		3		30		3	
3	29		3		30		3		30		3	
4	33			3	33		1	2	32		2	1
5	27	1		3	25	1	1	2	33			3
6	26	5	13	7	31	1	9	11	24	9	11	10
Other	8	1			14	2	1		6	2		

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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	0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$5256.34	0	$5256.34	$68,586.13
District	N/A	N/A	$6,246.38	$82,084
Percent Difference: School Site and District	N/A	N/A	-17.2	-17.9
State	N/A	N/A	$7,125	$80,764
Percent Difference: School Site and State	N/A	N/A	-30.2	-16.3

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)

Categorical monies fund in-school intervention in language arts in order to support English Language Learners. Categorical funds are also used to increase student access to technology. 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 2017-2018 school year form various budgets:

LCFF Supplemental:
Substitutes (sci fair, planning and kinder assessment)~$948
Keeping lab open after school-$2023
HP Stream Laptops and iPADs (supplement BYOD)-$15302
Tutoring-$5602.60
Subs for Professional Development (READ 180) - $1188
Subs for Planning around curriculum and new standards - $8844
CELDT Bootcamp Tutoring - $1472.40

Lottery:
IXL/RAZ kids and Lexia Licenses-$6429.49
Bilingual Aide-$562
Software/Digital Portfolios - $3450.51

Parent Donations:
Brain Pop-$2095

Discretionary:
ST Math Renewal - $4199

Other (District LCFF Supplemental):
PLTW STEM Lab refurbishment, training and supplies-$159744.96

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,001	$47,903
Mid-Range Teacher Salary	$77,520	$74,481
Highest Teacher Salary	$104,334	$98,269
Average Principal Salary (Elementary)	$124,320	$123,495
Average Principal Salary (Middle)	$130,865	$129,482
Average Principal Salary (High)	$150,755	$142,414
Superintendent Salary	$240,000	$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

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. CTP, 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.

On an ongoing basis, our staff looks at current student assessment data to guide their focus on needed improvements across the curriculum. Some of the staff development activities have included working in our PLC groups, Marzano's 9 best teaching strategies, 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 success and weak areas to reteach.