

McPherson Magnet School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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

2021-22 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

2021-22 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.
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), 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. 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, wikis and blogs, broadcast interviews, use programs through technology such as Reading Counts, ST Math, as well as research and presentation software for product outcomes.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	86
Grade 2	86
Grade 3	86
Grade 4	99
Grade 5	98
Grade 6	104
Grade 7	102
Grade 8	98
Total Enrollment	845

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.1
Asian	10.5
Black or African American	1.2
Filipino	2.7
Hispanic or Latino	53.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	3.3
White	27.1
English Learners	9
Foster Youth	0.1
Socioeconomically Disadvantaged	25.1
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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 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. 15-21-22 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 30, 2021.

Year and month in which the data were collected

September 2021

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; 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

10/2/2021

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: 400 Library: Carpet is due for replacement. Admin Bldg.: Fire: Extinguisher not signed. Int. Surfaces: Holes in restroom where old dispensers used to be. Holes in copy room walls. Girls PE: Walls should be painted inside the coaches office. 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 107: Several staples being left on cabinet door, staples should be avoided if possible. RM 209: Fire extinguisher tag missing, must be replaced. Work order should be submitted. Wall tiles are damaged and should be touched up with paint. 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.

School Facility Conditions and Planned Improvements

			<p>RM 301: Monthly fire extinguisher inspection not taking being performed.</p> <p>RM 403: two broken electrical outlets found, these must be replaced.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>Admin Bldg.: Fire: Extinguisher not signed. Int. Surfaces: Holes in restroom where old dispensers used to be. Holes in copy room walls.</p> <p>Boys PE: Fire extinguisher tag missing, must be replaced. Work order should be submitted.</p> <p>RM 106: Monthly fire extinguisher inspection not taking being performed.</p> <p>RM 108: Fire extinguisher missing tag, needs to be replaced. Work order should be submitted.</p> <p>RM 109: Fire extinguisher missing tag, needs to be replaced. Work order should be submitted.</p> <p>Rm 201: Monthly fire extinguisher inspection not taking being performed.</p> <p>RM 203: Monthly fire extinguisher inspection not taking being performed.</p> <p>RM 205: Monthly fire extinguisher inspection not taking being performed.</p> <p>RM 207: Monthly fire extinguisher inspection not taking being performed.</p> <p>RM 209: Fire extinguisher tag missing, must be replaced. Work order should be submitted. Wall tiles are damaged and should be touched up with paint.</p> <p>RM 300: Fire: extinguisher not mounted</p> <p>RM 301: Monthly fire extinguisher inspection not taking being performed.</p> <p>RM 302: Monthly fire extinguisher inspection not taking being performed.</p> <p>RM 303: Fire extinguisher tag missing, must be replaced. Work order should be submitted.</p> <p>Rm 800: Monthly fire extinguisher inspection not taking being performed.</p> <p>Rm 801: Monthly fire extinguisher inspection not taking being performed.</p> <p>Rm 802: Monthly fire extinguisher inspection not taking being performed.</p> <p>Rm 803: Monthly fire extinguisher inspection not taking being performed.</p>

School Facility Conditions and Planned Improvements

				Rm 804: Holes in wall where old dispensers used to be, must be patched and painted. Rm 805: Tag missing from fire extinguisher, must be replaced. Work order for this is needed.
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	585	NT	NT	NT	NT
Female	287	NT	NT	NT	NT
Male	298	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	65	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	14	NT	NT	NT	NT
Hispanic or Latino	316	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	20	NT	NT	NT	NT
White	160	NT	NT	NT	NT
English Learners	33	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	157	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	585	NT	NT	NT	NT
Female	287	NT	NT	NT	NT
Male	298	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	65	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	14	NT	NT	NT	NT
Hispanic or Latino	316	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	20	NT	NT	NT	NT
White	160	NT	NT	NT	NT
English Learners	33	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	157	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

RI/MI Student Groups	RI/MI Total Enrollment	RI/MI Number Tested	RI/MI Percent Tested	RI/MI Percent Not Tested	RI/MI Percent At or Above Grade Level
All Students	282	280	99.29%	0.71%	74.64%
Female	147	146	99.32%	0.68%	80.82%
Male	135	134	99.26%	0.74%	67.91%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	24	24	100.00%	0.00%	91.67%

Black or African American	5	5	100.00%	0.00%	80.00%
Filipino	5	5	100.00%	0.00%	80.00%
Hispanic or Latino	153	151	98.69%	1.31%	66.23%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	100.00%
Two or More Races	21	21	100.00%	0.00%	80.95%
White	73	73	100.00%	0.00%	83.56%
English Learners	27	27	100.00%	0.00%	40.74%
Foster Youth	1	1	100.00%	0.00%	100.00%
Homeless	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	69	67	97.10%	2.90%	64.18%
Students with Disabilities	40	40	100.00%	0.00%	45.00%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

RI/MI Student Groups	RI/MI Total Enrollment	RI/MI Number Tested	RI/MI Percent Tested	RI/MI Percent Not Tested	RI/MI Percent At or Above Grade Level
All Students	282	273	96.81%	3.19%	79.49%
Female	147	142	96.60%	3.40%	78.87%
Male	135	131	97.04%	2.96%	80.15%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	24	23	95.83%	4.17%	91.30%
Black or African American	5	5	100.00%	0.00%	80.00%
Filipino	5	5	100.00%	0.00%	80.00%
Hispanic or Latino	153	147	96.08%	3.92%	71.43%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	100.00%
Two or More Races	21	20	95.24%	4.76%	85.00%
White	73	72	98.63%	1.37%	90.28%
English Learners	27	26	96.30%	3.70%	46.15%
Foster Youth	1	1	100.00%	0.00%	100.00%
Homeless	0	0	0.00%	100.00%	0.00%
Socioeconomically Disadvantaged	69	66	95.65%	4.35%	68.18%
Students with Disabilities	40	39	97.50%	2.50%	58.97%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	34.95	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	195	NT	NT	NT	NT
Female	95	NT	NT	NT	NT
Male	100	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	31	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	99	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	51	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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 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 EarthLab and provide our labs and classrooms with new technology and science instructional materials.

COVID-19 safety guidelines has limited the ability of our parents and community members to be on campus for volunteer purposes. In years past, before the pandemic, 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. As we move forward with COVID-19 safety guidelines in place, our PTSA and Education Foundation are finding new and innovative ways to be involved and support the school. 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	856	846	9	1.1
Female	425	420	3	0.7
Male	431	426	6	1.4
American Indian or Alaska Native	1	1	0	0.0
Asian	90	89	0	0.0
Black or African American	10	10	0	0.0
Filipino	23	23	0	0.0
Hispanic or Latino	459	454	8	1.8
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	28	28	0	0.0
White	234	230	1	0.4
English Learners	79	79	4	5.1
Foster Youth	3	3	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	223	218	5	2.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	105	105	4	3.8

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.58	0.00	2.56	0.19	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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. 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 through assemblies/videos, 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.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	30		3	
2	30		2	
3	29		3	
4	32		1	2
5	32		1	2
6	25	8	10	11
Other	31		1	

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

2020-21 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	845

2020-21 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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$5737.63	0	\$5737.63	\$77159.19
District	N/A	N/A	\$6616.90	\$87,379
Percent Difference - School Site and District	N/A	N/A	-14.2	-12.4
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-38.2	-9.3

2020-21 Types of Services Funded

Categorical funds are also 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 from 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:

IXL/RAZ kids and Lexia Licenses

Software/Digital Portfolios

Discretionary:

ST Math Renewal

Other:

PLTW STEM Lab refurbishment, training and supplies

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$53,446	\$50,897
Mid-Range Teacher Salary	\$83,885	\$78,461
Highest Teacher Salary	\$109,082	\$104,322
Average Principal Salary (Elementary)	\$130,156	\$131,863
Average Principal Salary (Middle)	\$137,808	\$137,086
Average Principal Salary (High)	\$165,215	\$151,143
Superintendent Salary	\$256,476	\$297,037
Percent of Budget for Teacher Salaries	34%	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, 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 progress.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

Orange Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2026	16.99	83.01	54.10
Female	5816	1016	17.47	82.53	58.84
Male	6112	1010	16.52	83.48	49.36
American Indian or Alaska Native	20	7	--	65.00	--
Asian	1093	216	19.76	80.24	83.33
Black or African American	143	26	18.18	81.82	30.77
Filipino	186	44	23.66	76.34	70.45
Hispanic or Latino	7162	1097	15.32	84.68	43.09
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	75	14.73	85.27	65.33
White	2788	557	19.98	80.02	62.48
English Learners	2223	204	9.18	90.82	14.29
Foster Youth	73	12	16.44	83.56	41.67
Homeless	254	22	8.66	91.34	18.18
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	872	14.94	85.06	41.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	271	17.00	83.00	12.18

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2009	16.84	83.16	31.30
Female	5816	1000	17.19	82.81	30.99
Male	6112	1009	16.51	83.49	31.61
American Indian or Alaska Native	20	8	--	60.00	--
Asian	1093	214	19.58	80.42	71.03
Black or African American	143	26	18.18	81.82	15.38
Filipino	186	42	22.58	77.42	47.62
Hispanic or Latino	7162	1083	15.12	84.88	17.70
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	74	14.54	85.46	55.41
White	2788	558	20.01		38.67
English Learners	2223	202	9.09	90.91	3.54
Foster Youth	73	13	17.81	82.19	15.38
Homeless	254	24	9.45	90.55	0.00
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	864	14.80	85.20	16.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	268	16.81	83.19	5.97

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.