

McCord Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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.

2023-24 School Contact Information

School Name	McCord Elementary School
Street	333 Center Street
City, State, Zip	Orange Cove, CA 93646
Phone Number	(559) 305-7250
Principal	Daisy Rebolledo
Email Address	rebolledo-d@kcusd.com
School Website	http://mccord.kcusd.com/
County-District-School (CDS) Code	10622656006795

2023-24 District Contact Information

District Name	Kings Canyon Joint Unified School District
Phone Number	559-305-7010
Superintendent	John Campbell
Email Address	pack-r@kcusd.com
District Website	https://www.kcusd.com/

2023-24 School Description and Mission Statement

McCord Elementary serves kindergarten through fifth-grade students and houses a full-day, year-round State Preschool Program. It is one of three elementary schools in the city of Orange Cove. Our students transfer to Citrus Middle School and eventually Reedley Middle College, Orange Cove High School, or Reedley High School. The school serves approximately 420 preschool through fifth-grade students with a teaching staff of 21 certificated teachers and one classified preschool teacher. McCord Elementary School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. KCUSD serves approximately 10,000 students with eight elementary K-5 schools, four elementary K-8 schools, three middle schools, two high schools, one continuation high school, one Middle College high school, an online high school, and an Adult School program. KCUSD is located in the San Joaquin Valley in and around Reedley and Orange Cove. The total area of the District is over 600 square miles.

The staff at McCord Elementary School is committed to providing an exemplary education for all students. Our standards for student learning and conduct are high. We take responsibility for providing a learning environment that will promote every child's academic, social, and emotional development. We are prepared to work collaboratively with colleagues, students, parents, and the community to achieve this shared educational purpose.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	76
Grade 2	71
Grade 3	72

Grade 4	80
Grade 5	91
Total Enrollment	455

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51%
Male	49%
American Indian or Alaska Native	0.2%
Black or African American	0.2%
Hispanic or Latino	97.6%
White	2%
English Learners	45.3%
Homeless	0.2%
Migrant	3.5%
Socioeconomically Disadvantaged	96.5%
Students with Disabilities	4%

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)	16.00	84.21	303.20	73.79	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	15.79	17.30	4.22	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	51.90	12.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	15.10	3.68	12115.80	4.41
Unknown	0.00	0.00	23.30	5.68	18854.30	6.86
Total Teaching Positions	19.00	100.00	410.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	84.21	348.80	80.05	234405.20	84.00
Intern Credential Holders Properly Assigned	3.00	15.79	18.00	4.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	31.60	7.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	26.60	6.10	11953.10	4.28
Unknown	0.00	0.00	10.60	2.44	15831.90	5.67
Total Teaching Positions	19.00	100.00	435.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

A district textbook adoption committee is established for the process of textbook adoption. Each school site or grade level is represented on each textbook adoption committee. At McCord Elementary, there are sufficient textbooks and instructional materials for each of the core content areas. Each pupil, including English Learners, has access to district-adopted text, workbooks, or other supplemental instructional materials to use in class and to take home.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade TK - 2 Amplify Core Knowledge Foundation (CKLA) English Language Arts Skills and Listening & Learning, 2nd Edition June 2014 Grades 3-5 EngageNY English Language Arts https://www.engageny.org/resource/grade-3-english-language-arts# June 2014	Yes	0%
Mathematics	Great Minds: Eureka Math 2018 edition	Yes	0%
Science	Amplify Science: https://amplify.com/science-california-review/ 2020	Yes	0%
History-Social Science	Grade K-5: Scott Foresman, 2006 editions Kinder - "Here we Go" 1st Grade - "All Together" 2nd Grade - "People and Places" 3rd Grade - "Communities" 4th Grade - "Regions" 5th Grade - "The United States"	Yes	0%
Foreign Language	NA		NA
Health	NA		NA
Visual and Performing Arts	N/A		NA

School Facility Conditions and Planned Improvements

The district custodial and maintenance staff make great efforts to ensure that all schools are clean, safe, and functional. The district uses a facility survey instrument developed by the State of California Office of Public School Construction to assist in this effort. The results of this survey are available at the KCUSD Business Office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

McCord Elementary School has 22 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1958. Additional relocatable classrooms were constructed in 1996 and 1998. Recent facility improvements and additions include solar panel installation in the staff parking lot and added cement between the cafeteria and room 16. The added cement has enhanced the appearance of the area and provided additional space for events that students, staff, and parents can enjoy. In addition, McCord has had the following facility improvements:

- New flooring was installed in the Cafeteria in the summer of 2022.
- The front and back parking lot and playground blacktop were resurfaced in 2022.
- New shelving and furniture were installed in the Library in September 2022.
- A new administration building is being built currently, with a new outdoor cemented space that will be accessible to our students and parents. The added building will provide a larger welcoming space for our McCord families, a wellness room, a conference room, and a staff room. It will also create availability for additional spaces for small group instruction or intervention in the current administration building.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed promptly. A work order process is used to provide efficient service, and emergency repairs are given the highest priority. The Director of Maintenance, the Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for significant repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report 08/2023

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			Water damage - Ceiling Tiles in nurses office and rooms 10, 11, 12.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			5 light covers missing room 20, 1 light cover missing room 23. Exposed electrical wires on wall heater.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Preschool play area. Broken sprinkler-flooded corner of play area. Fixed 8-24-22 School is beautiful and shows pride of staff and students. Raul head of maintenance has done a fantastic job keeping this facility in top condition. All the staff at McCord need to be commended.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	28	35	47	49	47	46
Mathematics (grades 3-8 and 11)	28	29	34	36	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	236	236	100.00	0.00	34.75
Female	114	114	100.00	0.00	38.60
Male	122	122	100.00	0.00	31.15
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	229	229	100.00	0.00	35.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	100	100	100.00	0.00	17.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	227	227	100.00	0.00	33.92
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	13	13	100.00	0.00	0.00
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2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	236	236	100.00	0.00	29.24
Female	114	114	100.00	0.00	21.93
Male	122	122	100.00	0.00	36.07
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	229	229	100.00	0.00	29.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	100	100	100.00	0.00	11.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	227	227	100.00	0.00	28.63
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	17.19	19.32	22.54	24.28	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	88	100.00	0.00	19.32
Female	42	42	100.00	0.00	26.19
Male	46	46	100.00	0.00	13.04
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	84	84	100.00	0.00	20.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	31	31	100.00	0.00	3.23
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	85	100.00	0.00	18.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.6%	89.9%	91%	89.9%	91%
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent involvement and communication are essential to our school's success. McCord Elementary School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

Under regular circumstances, McCord provides numerous and varied opportunities for parent involvement. Parents may serve on advisory committees, including the Parent Teacher Club (PTC), English Learners Advisory Council (ELAC), District English Learners Advisory Council (DELAC), District Advisory Council (DAC), and School Site Council (SSC). Parents also have the opportunity to participate in the following: Family Latino Literacy Project, Puente a Tecnologia, and ELA & Math Parent Nights.

Our annual Community Winter Program event is enjoyed in December.

Home and school communication is enhanced through notices, parent/teacher conferences, the student/parent handbook, the McCord website, student report cards, the school marquee, ParentSquare, and other regular communication activities. Translation into Spanish is regularly provided.

Parents who want more information on becoming involved may contact our office at (559) 305-7250.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	480	471	81	17.2
Female	246	240	39	16.3
Male	234	231	42	18.2
Non-Binary	0	0	0	0.0

American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	467	458	79	17.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	10	10	2	20.0
English Learners	238	234	25	10.7
Foster Youth	0	0	0	0.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	462	454	80	17.6
Students Receiving Migrant Education Services	17	17	3	17.6
Students with Disabilities	30	26	8	30.8

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.35	3.33	0.53	4.65	5.93	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.33	0
Female	1.22	0
Male	5.56	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0

Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.94	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.46	0
Students Receiving Migrant Education Services	5.88	0
Students with Disabilities	10	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of McCord Elementary School. The campus is monitored by assigned staff before, during, and after school. All visitors must sign in at the office and wear appropriate identification while on campus. The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identifying security needs, developing prevention and intervention techniques, evaluating physical facilities, and communicating with staff and students. McCord School has a total of eight surveillance cameras around campus. Components of the plan include child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. A copy of the plan is on file with the Orange Cove Police Department. The plan was last reviewed/updated on 10-27-23 and shared and discussed with staff on 9/1/23. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are regularly conducted, and the school staff is appropriately trained.

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.

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	24		3	
1	17	4		
2	17	4		
3	26		3	
4	24		3	
5	32		2	

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	23		3	
1	17	4		
2	17	4		
3	26		3	
4	30		3	
5	32		2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	16	3	1	0
1	25	0	3	0
2	18	4	0	0
3	24	0	3	0
4	27	0	3	0
5	30	0	3	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.9

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,307.07	\$2,673.28	\$6,633.79	\$74,652.67
District	N/A	N/A	\$8,947.10	\$79,295
Percent Difference - School Site and District	N/A	N/A	-29.7	-2.9
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	0.6	-10.7

Fiscal Year 2022-23 Types of Services Funded

State Lottery
 Title 1 - Base funds, Staff Development, and Academic support - targeted intervention
 Additional Instructional Aide Support
 Professional Development
 Supplemental Concentrated funds to support Chronic Absenteeism
 Supplemental Concentrated for PBIS
 Supplemental Concentrated for Parent Academy

Fiscal Year 2022-23 Types of Services Funded

Puente a Tecnologia for English Learners
After School Program
Targeted Intervention

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,419	\$54,190
Mid-Range Teacher Salary	\$74,924	\$85,111
Highest Teacher Salary	\$109,387	\$104,999
Average Principal Salary (Elementary)	\$130,031	\$132,492
Average Principal Salary (Middle)	\$142,159	\$140,987
Average Principal Salary (High)	\$159,671	\$153,884
Superintendent Salary	\$253,382	\$255,503
Percent of Budget for Teacher Salaries	23.07%	32.09%
Percent of Budget for Administrative Salaries	5.02%	5.25%

Professional Development

Professional development at McCord Elementary School is designed to meet the individual needs of teachers and address learning concerns. Data is used to determine the needs of students and staff, which provides us with a focus on professional development. Professional development may take the form of training, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principals, teachers, instructional aides, and other support personnel may participate.

In 2018-2019, all teachers received writing training in Response to Text by district coaches in K-1, 2-3, and 4-5 grade-level clusters. Teachers who taught Achieve 3000 received several sessions of onsite professional development by an outside consultant and district coach. Teachers in grades 3-5 received math access support through a district math coach. In 2019-2020, teachers continued with writing as a focus, as the 2018-2019 CAASPP results indicated positive growth in this claim. In addition, McCord staff received training and coaching in academic student interactions from Kate Kinsella and Associates. This training supported the school-wide writing focus and all content areas. Teachers also participated in math professional development on-site and at the district level. Math professional development included Number Talks, Productive Struggle, Engage NY curriculum, etc. 2020-2021; new professional development was limited due to the nation's pandemic. However, McCord staff continued to receive professional development and collaboration opportunities to build teacher knowledge and improved instructional practices around school and site focuses; this included English 3D, academic routines and interactions, writing, and Amplify Science.

In 2021-2022, McCord staff received district-provided professional development, which focused on the iReady intervention program, Science, and SEL curriculum, and many resources as we returned to full-time on campus. As a school site, McCord focused on comprehension. The Leadership Team was utilized, and we selected high-leverage teaching practices to monitor and constantly improve over the year. New teachers also attended Kagan training. Science Professional Development continued to be a focus as well. We utilized Safety Care training for necessary staff. Exceptional Education staff received training on the new curriculum SPIRE.

Buy-back and early release days provided time for quality professional development and collaboration. Student progress and classroom formal and informal walkthroughs monitor all district and site professional development.

Professional Development

McCord Elementary continues to utilize its Guiding Coalition, consisting of teachers and administrators, to monitor and guide the work of its Instructional Action Plan (IAP). McCord's instructional focus is on the Reading essential standards. McCord's Guiding Coalition meets monthly. Teachers are given designated time weekly to collaborate with colleagues, create common assessments aligned to a rubric, plan for instruction focused on the essential standards, and plan units for a minimum of forty-two days. McCord's fourth and fifth-grade teachers are collaborating with AL Conner's & Sheirdian's teachers and coaches to improve the teaching strategies in math. This group of teachers will meet multiple times this year with plans to complete lesson studies.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42