McPherson 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	McPherson Elementary School
Street	2670 Yajome Street
City, State, Zip	Napa, CA 94558
Phone Number	(707) 253-3488
Principal	Troy Knox
Email Address	tknox@nvusd.org
School Website	https://mcpherson.nvusd.org/
County-District-School (CDS) Code	28662666026850

2023-24 District Contact Information

District Name	Napa Valley Unified School District
Phone Number	(707) 253-3511
Superintendent	Dr. Rosanna Mucetti
Email Address	rmucetti@nvusd.org
District Website	www.nvusd.org

2023-24 School Description and Mission Statement

Description: The students at McPherson Elementary School are served by fourteen credentialed classroom teachers and a support staff that includes Intervention Teachers (1.5 FTE), Education Specialists (1.4 FTE), a speech therapist, school psychologist, school counselor, social worker, a part-time nurse, an instructional assistant, and a part-time library clerk. The campus is a community-orientated facility. The before-school program is sponsored by the Napa County Office of Education's Cool School program and serves approximately fifty students. The after-school program is sponsored by the Boys and Girls Club and serves over two hundred students. McPherson Elementary School has a full-time Family Resource Center with a staff that includes a Director, a Parent Engagement Coordinator, and a Case Manager. The Family Resource Center serves McPherson families and the community at large. Program offering includes Parent University and weekly cafecitos.

As a Title 1 elementary school, McPherson's demographics include 92.6% socio-economically disadvantaged, 70.5% English Learners, and 15.2% students with disabilities (data from California Dashboard website). Schoolwide goals include decreasing chronic absenteeism, increasing the percentage of students making progress in English, and making progress in Math and Reading achievement on STAR and CAASPP. All students participate in the free breakfast and lunch program during the school day. Family involvement events include the Fun Run in the fall and May Fiesta in the spring. Student Leadership is a school focus, with 4th and 5th grade leadership students leading monthly assemblies and supporting events including NCOE's "Walk and Roll" and Bike Rodeo.

The school's mission statement is, "Learn from my past, work hard in my present to succeed in my future."

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	59
Grade 2	55
Grade 3	59
Grade 4	62
Grade 5	64
Total Enrollment	349

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.5%
Male	58.5%
Asian	0.3%
Black or African American	0.3%
Hispanic or Latino	94.3%
Two or More Races	0.9%
White	3.7%
English Learners	70.5%
Foster Youth	0.6%
Homeless	2.3%
Migrant	7.7%
Socioeconomically Disadvantaged	92.6%
Students with Disabilities	15.2%

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)	17.90	100.00	661.40	87.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.40	0.59	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	30.20	4.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	22.40	2.98	12115.80	4.41
Unknown	0.00	0.00	34.50	4.59	18854.30	6.86
Total Teaching Positions	17.90	100.00	753.20	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)	16.80	100.00	647.70	88.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.50	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.40	1.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	22.50	3.08	11953.10	4.28
Unknown	0.00	0.00	42.00	5.75	15831.90	5.67
Total Teaching Positions	16.80	100.00	731.40	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)	0	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

Under the Williams Act, McPherson Elementary School is monitored yearly by the Napa County Office of Education. All requirements were met this year.

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Q: Good C: Benchmark Education: Benchmark Advance (English) includes ELD - 2017 A: All students	Yes	0%
Mathematics	Q: Good C: The Math Learning Center: Bridges in Mathematics/ Number Corner - 2015 A: All students	Yes	0%
Science	Q: Good C: Discovery Education: Discovery Education Science Textbook - 2022 A: All students	Yes	0%
History-Social Science	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2007 A: All students	Yes	0%

School Facility Conditions and Planned Improvements

McPherson School was constructed in 1964 to house 6 classrooms, kindergarten, multi-use room, cafeteria, library, and office, with portable classrooms being added over the years to attain its current size of 28 classrooms, state preschool, and instructional/office space for special education support staff. Additional construction for a new multi-use room was completed in summer 2006. Heating, air-conditioning, and building interiors were upgraded for the 2000-2001 school year. Each classroom has full access internet access with Promethean Boards for classroom instruction, 1:1 Chromebooks (Gr. 2-5) and iPads (K-1). Under the Williams Act, McPherson's facilities are inspected by Napa County Office of Education every year, the site was found to be compliant in all areas dealing with facilities.

Year and month of the most recent FIT report	9/2023

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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)	17	20	43	42	47	46
Mathematics (grades 3-8 and 11)	14	14	27	27	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	185	181	97.84	2.16	19.89
Female	81	78	96.30	3.70	26.92
Male	104	103	99.04	0.96	14.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	173	170	98.27	1.73	19.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	101	99	98.02	1.98	7.07
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	21	20	95.24	4.76	5.00
Socioeconomically Disadvantaged	173	170	98.27	1.73	17.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	36	100.00	0.00	2.78

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	185	183	98.92	1.08	13.66
Female	81	80	98.77	1.23	11.25
Male	104	103	99.04	0.96	15.53
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	173	172	99.42	0.58	13.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	101	101	100.00	0.00	2.97
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	21	20	95.24	4.76	20.00
Socioeconomically Disadvantaged	173	172	99.42	0.58	13.95
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	36	100.00	0.00	11.11

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)	14.08	8.06	24.20	25.38	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	64	62	96.88	3.12	8.06
Female	31	30	96.77	3.23	10.00
Male	33	32	96.97	3.03	6.25
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	61	59	96.72	3.28	6.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	25	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	59	57	96.61	3.39	7.02
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	100%	100%	100%	100%	100%

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

Parents are educated about programs and their roles through participation in the School Site Council (SSC), the Family Resource Center's weekly cafecitos and Parent University classes, English Language Advisory Committee for Multi-lingual learners (ELAC), Kindergarten parent/student orientation, and teacher-parent communication. Parents and students are invited to attend Back-to-School Night in the fall and Open House in the spring. Daily attendance is strongly encouraged and parents communicate regularly with teachers on Parent Square. With the addition of grant funding from the SH Cowell Foundation, parent education classes are offered through the Parent University program. For more information on parent involvement, please contact the school principal, Troy Knox, at 707-253-3488.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	364	358	150	41.9
Female	155	151	61	40.4
Male	209	207	89	43.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	342	337	142	42.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	2	66.7
White	15	14	6	42.9
English Learners	258	253	104	41.1
Foster Youth	3	3	1	33.3
Homeless	11	11	7	63.6
Socioeconomically Disadvantaged	343	338	142	42.0
Students Receiving Migrant Education Services	31	31	16	51.6
Students with Disabilities	70	70	34	48.6

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	0.25	0.79	0.82	0.07	3.67	3.96	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.13	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.82	0
Female	0.65	0
Male	0.96	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	0.88	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.16	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.87	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.43	0

2023-24 School Safety Plan

Our Comprehensive School Safety Plan (CSSP), modeled on the Incident Command System, addresses all components of SB187 including biannual Crime Reports, Student Discipline, Sexual Harassment, Dealing with Dangerous Pupils, Crises Response Plan, Dress Code, and Alternative Programs. The CSSP is reviewed annually by Staff and shared with parents via Parent University. Emergency equipment has been supplied for each classroom and for the school as a whole. Evacuation drills are held monthly. Teachers have been trained in "Run, Hide, Fight" scenarios by the Napa Police Department. All staff members have been trained in annual Mandated Reporter training. During the first weeks of school, teachers and the principal explain policies about student safety, playground, rules, classroom behavior, bullying, and harassment. Discipline follows the NVUSD "Standards for Student Behavior". The 2023-2024 School Safety plan was reviewed and approved by the McPherson School Site Council on October 19, 2023.

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		2	
1	23		2	
2	20	2	1	
3	32		2	1
4	31		2	
5	43		1	1
Other	20	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	25		2	
1	25		2	
2	23		2	
3	34		1	1
4	28		2	
5	29		2	
Other	25		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	25	0	2	0
1	24	0	2	0
2	26	0	1	0
3	38	0	1	1
4	31	0	2	0
5	32	0	2	0
6	0	0	0	0
Other	25	0	2	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	698

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	0.5
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

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	$7,697	$523	$7,174	$102,836
District	N/A	N/A	$6,297	$91,425
Percent Difference - School Site and District	N/A	N/A	13.0	15.9
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	1.8	15.1

Fiscal Year 2022-23 Types of Services Funded

Local Control Accountability Plan (LCAP) includes site base and supplemental funding, Title 1, and Expanded Learning Opportunity Program (ELOP) . Students have access to a part-time counselor and social worker. Identified students receive after-school tutoring support in math. Intervention teachers are funded through district supplemental funding and site Title 1. In partnership with the S.H. Cowell Foundation, selected 4th and 5th-grade students participate in an after-school leadership academy.

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	$59,046	$55,550
Mid-Range Teacher Salary	$82,778	$84,645
Highest Teacher Salary	$107,725	$111,284
Average Principal Salary (Elementary)	$139,347	$139,860
Average Principal Salary (Middle)	$149,130	$146,440
Average Principal Salary (High)	$157,455	$158,447
Superintendent Salary	$309,434	$278,268
Percent of Budget for Teacher Salaries	34.67%	32.21%
Percent of Budget for Administrative Salaries	5.13%	4.89%

Professional Development

All teachers and support-staff participate in numerous district-led professional development offerings throughout the year, including two full-day professional development days in October and March. Grade-level cohort meetings are offered periodically on Zoom. In 2023-2024 McPherson Staff is participating in "Ecosystem of Carino" modules in an effort to strengthen student/staff relationships and foster a positive learning environment. A newly adopted Multi-lingual Master Plan was adopted and all teachers are being trained in "Quality Interactions" to support English language development. Rainbow Reading kits were adopted in 2021-2022 and teachers are being trained to deliver curriculum to bring awareness to individuals' gender differences. Toolbox and Second Step are the primary curricula for social-emotional learning and teachers are being trained to integrate lessons on a regular basis.

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	4.5	4.5	4.5