

McCord Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 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/
Grade Span	P-5
County-District-School (CDS) Code	10622656006795

2025-26 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/

2025-26 School Description and Mission Statement

McCord Elementary serves approximately 450 students from Preschool through fifth grade and is one of three elementary schools in Orange Cove. We also house a full-day, year-round State Preschool Program. Our students enroll in Citrus Middle School and later attend Reedley Middle College, Orange Cove High School, or Reedley High School. Our teaching staff consists of 21 certificated teachers and one classified preschool teacher.

KCUSD serves approximately 10,000 students across a diverse range of schools, including twelve elementary schools (K-5 and K-8), three middle schools, two comprehensive high schools, a continuation high school, a Middle College high school, an online high school and traditional independent study program, and an Adult School program. The District is located in the San Joaquin Valley in and around Reedley and Orange Cove, covering over 600 square miles.

The staff at McCord Elementary is committed to ensuring high levels of learning for all students. We maintain high standards for student learning and conduct, and we are dedicated to providing a safe learning environment that promotes every child's academic, social, and emotional development. We look forward to collaborating with colleagues, students, parents, and the community to achieve this shared educational purpose.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	65
Grade 2	68
Grade 3	78
Grade 4	74
Grade 5	76
Total Enrollment	426

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
Hispanic or Latino	96.7
Native Hawaiian or Pacific Islander	0.2
White	1.9
English Learners	43
Homeless	1.2
Migrant	4.9
Socioeconomically Disadvantaged	97.7
Students with Disabilities	7

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.

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	84.21	348.8	80.05	234405.2	84
Intern Credential Holders Properly Assigned	3	15.79	18	4.14	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	31.6	7.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	26.6	6.1	11953.1	4.28
Unknown/Incomplete/NA	0	0	10.6	2.44	15831.9	5.67
Total Teaching Positions	19	100	435.7	100	279044.8	100

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.

2022-23 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)	15	78.95	330.8	76.65	231142.4	83.24
Intern Credential Holders Properly Assigned	3	15.79	22.8	5.28	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.26	41.8	9.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	27.4	6.35	11746.9	4.23
Unknown/Incomplete/NA	0	0	8.7	2.03	14303.8	5.15
Total Teaching Positions	19	100	431.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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	84.21	320	72.66	230039.4	100
Intern Credential Holders Properly Assigned	0	0	17	3.88	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	15.79	62.1	14.1	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	27.1	6.16	12112.8	4.34
Unknown/Incomplete/NA	0	0	14	3.19	13705.8	4.91
Total Teaching Positions	19	100	440.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	2
Misassignments	0.00	1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5	5.2
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	0

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

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade TK Teaching Strategies: Creative Curriculum https://teachingstrategies.com/product/transitional-kindergarten-curriculum/ Grades K- 2 Amplify Core Knowledge Foundation (CKLA) English Language Arts Skills and Listening & Learning, 2nd Edition June 2014 Grades 3 EngageNY English Language Arts https://www.engageny.org/resource/grade-3-english-language-arts#June 2014 Learning Without Tears: Cursive Handwriting 2025 Edition Grades 4-5 EngageNY English Language Arts https://www.engageny.org/resource/grade-4-english-language-arts https://www.engageny.org/resource/grade-5-english-language-arts June 2014	0%
Mathematics	Grade TK Teaching Strategies: Creative Curriculum https://teachingstrategies.com/product/transitional-kindergarten-curriculum/ Grades K-5 Great Minds: Eureka Math 2018 edition	0%
Science	Grade TK Teaching Strategies: Creative Curriculum https://teachingstrategies.com/product/transitional-kindergarten-curriculum/ Grades K-5 Amplify Science: https://amplify.com/science-california-review/ 2020	0%
History-Social Science	Grade TK Teaching Strategies: Creative Curriculum https://teachingstrategies.com/product/transitional-kindergarten-curriculum/ Grades 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"	0%
Foreign Language	NA	NA
Health	NA	NA
Visual and Performing Arts	N/A	NA

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

School Facility Conditions and Planned Improvements

The district custodial and maintenance staff work diligently to ensure all schools are clean, safe, and functional. We use a facility survey instrument developed by the State of California Office of Public School Construction to assist in this effort; results are available at the KCUSD Business Office. Further specific information may be obtained by speaking with the school principal.

McCord Elementary School Facility Details

McCord Elementary has 22 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1958, with additional relocatable classrooms constructed in 1996 and 1998.

Recent facility improvements include:

- Solar panel installation in the staff parking lot.
- Added cement between the cafeteria and room 16, which has enhanced the area and provided additional space for school events.
- New flooring installed in the Cafeteria in Summer 2022.
- Resurfacing of the front and back parking lots and playground blacktop in 2022.
- New shelving and furniture installed in the library in September 2022.
- A new administration building, built in April 2024, featuring a new outdoor cemented space accessible to students and parents. This building provides a larger welcoming space, a wellness room, a conference room, and a staff room. This change also frees up space in the previous administration building for small group instruction or intervention.
- A new, state-of-the-art digital marquee was installed to improve communication with parents and the community.

Maintenance and Repair

District maintenance staff promptly complete necessary repairs using a work order process, with emergency repairs given the highest priority. The Director of Maintenance, Custodial Supervisor, and site principals work collaboratively with custodial staff to ensure clean and safe schools.

Additionally, the district participates in the State School Deferred Maintenance Program, which provides matching funds for significant repair or replacement of existing components, such as roofing, plumbing, HVAC, electrical systems, painting, and floor systems.

Year and month of the most recent FIT report

8/2025

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			Room 1-12 - Ceiling tiles old water stains
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
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			

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	35	44	51	56	47	48
Mathematics (grades 3-8 and 11)	31	34	38	42	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	231	222	96.10	3.90	43.89
Female	119	117	98.32	1.68	45.69
Male	112	105	93.75	6.25	41.90
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	226	217	96.02	3.98	43.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	89	83	93.26	6.74	24.10
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	191	183	95.81	4.19	44.51
Students Receiving Migrant Education Services	15	12	80.00	20.00	33.33
Students with Disabilities	11	11	100.00	0.00	9.09

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	231	228	98.70	1.30	34.21
Female	119	118	99.16	0.84	31.36
Male	112	110	98.21	1.79	37.27
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	226	223	98.67	1.33	33.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	89	89	100.00	0.00	14.61
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	191	188	98.43	1.57	34.57
Students Receiving Migrant Education Services	15	15	100.00	0.00	26.67
Students with Disabilities	11	11	100.00	0.00	9.09

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	17.07	24.68	24.87	28.74	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	77	98.72	1.28	24.68
Female	37	37	100.00	0.00	18.92
Male	41	40	97.56	2.44	30.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	77	76	98.70	1.30	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	26	26	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	60	98.36	1.64	23.33
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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	99%	99%	99%	97%	99%
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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.

2025-26 Opportunities for Parental Involvement

At McCord Elementary School, we believe that parent involvement and communication are essential to our student success. We continually strive to exchange information that helps parents to understand and support our programs, and we provide many opportunities for your participation in school activities.

Under regular circumstances, 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 are also welcome to participate in events such as Puente a Tecnologia and our ELA & Math Parent Nights.

Please note that our annual Community Winter Program event takes place in December.

Communication between home and school is enhanced through notices, parent/teacher conferences, the student/parent handbook, the McCord website, student report cards, the school marquee, and ParentSquare. Translation into Spanish is regularly provided across these communication channels.

Parents who would like more information on becoming involved, please contact our office at (559) 305-7250.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	458	454	33	7.3
Female	232	228	23	10.1
Male	226	226	10	4.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	442	438	32	7.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	196	193	3	1.6
Foster Youth	--	--	--	--
Homeless	12	12	1	8.3
Socioeconomically Disadvantaged	445	441	31	7.0
Students Receiving Migrant Education Services	22	22	1	4.5
Students with Disabilities	34	33	2	6.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.33	3.68	0.44	5.93	6.38	5.61	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.44	0.00
Female	0.00	0.00
Male	0.88	0.00
Non-Binary	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	0.45	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	0.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.94	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Campus Security and Visitor Policy:

The campus is monitored by assigned staff before, during, and after school. All visitors are required to sign in at the office and wear appropriate identification while on campus. Additionally, the school has eleven surveillance cameras positioned around the campus.

Comprehensive School Safety Plan:

Our plan is designed to prepare for emergencies, manage response efforts, and maintain a safe environment. Key components include:

- Child abuse reporting procedures
- Procedures for teacher notification of dangerous pupils
- Disaster response procedures
- Procedures for safe ingress and egress
- Sexual harassment policies
- Suspension and expulsion policies

The plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The safety plan was last approved by the governing board on February 11, 2025 and scheduled to be approved in February 2026. It was last reviewed and updated by the school site on August 7, 2025. The plan was shared and discussed with staff on August 13, 2025, and a copy is on file with the Orange Cove Police Department.

The school regularly conducts emergency preparedness drills, and all staff are appropriately trained to ensure the safety of students and staff during a disaster.

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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	3	0	0
1	20	2	1	0
2	19	4	0	0
3	23	0	3	0
4	23	0	3	0
5	26	0	3	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22		3	
1	22		3	
2	23		3	
3	26		3	
4	25		3	
5	25		3	

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	10,697.64	2,083.83	8,613.81	94,258.48
District	N/A	N/A	9,673.56	94,363.46
Percent Difference - School Site and District	N/A	N/A	-11.6	-0.1
State	N/A	N/A	11,146	100,065
Percent Difference - School Site and State	N/A	N/A	-25.6	-6.0

Fiscal Year 2024-25 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
 Puente a Tecnologia for English Learners
 After School Program
 Targeted Intervention

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$60,919	\$62,145
Mid-Range Teacher Salary	\$88,765	\$97,088
Highest Teacher Salary	\$129,594	\$120,436
Average Principal Salary (Elementary)	\$155,455	\$151,343
Average Principal Salary (Middle)	\$167,817	\$159,514
Average Principal Salary (High)	\$186,757	\$177,261
Superintendent Salary	\$312,323	\$294,805
Percent of Budget for Teacher Salaries	23.2%	29.95%
Percent of Budget for Administrative Salaries	5.59%	5.4%

Professional Development

An overview of the professional development (PD) initiatives at McCord Elementary School, which are designed to meet individual teacher needs and address student learning concerns as determined by staff and student data. PD takes the form of training, coaching, peer observation, and self-reflection, consistent with our school vision. Participants include principals, teachers, instructional aides, and support personnel.

Professional Development Summary (2018–2025):

- 2018–2019: Teachers received Response to Text writing training from district coaches (K-1, 2-3, 4-5 clusters). Teachers using Achieve 3000 received onsite PD, and grades 3–5 received math access support.
- 2019–2020: Writing remained a focus following positive CAASPP growth. Staff received training and coaching in academic student interactions from Kate Kinsella and Associates, supporting writing and all content areas. Math PD included Number Talks, Productive Struggle, and Engage NY curriculum.
- 2020–2021: Due to the pandemic, PD was limited but continued to focus on English 3D, academic routines/interactions, writing, and Amplify Science.
- 2021–2022: As we returned to full-time on campus, district PD focused on the iReady intervention program, Science, and SEL curriculum. McCord focused on comprehension, utilizing the Leadership Team to monitor high-leverage teaching practices. New teachers attended Kagan training, Science PD continued, and necessary staff received Safety Care training. Exceptional Education staff were trained on the SPIRE curriculum.
- Summer 2024: Seven teachers and two administrators attended a three-day Solution Tree Conference in Sacramento focused on identifying essential standards, collaboration, and data-driven decisions.

-Summer 2025: four teachers and one administrator attended a three-day Solution Tree Conference in Sacramento focused on identifying essential standards, collaboration, and data-driven decisions.

-December 2025: four teachers, one instructional coach and one administrator attended a three-day Solution Tree Conference in Pasadena focused on the subject Math (identifying essential standards, collaboration, and data-driven decisions).

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

Professional Development

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42