McPherson Magnet Elementary School

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

McPherson
WHERE LEARNING TAKES FLIGHT
A STEAM Magnet School

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

2025-26 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

2025-26 School Description and Mission Statement

Description: The students at McPherson Elementary School are served by sixteen credentialed classroom teachers and a support staff that includes Intervention Teachers (1.5 FTE), Education Specialists (1.4 FTE), Community School Program Administrator (1.0 FTE), magnet lead and coach (2.0). literacy coach (1.0 FTE) a speech therapist, school psychologist, 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 91.2% socio-economically disadvantaged, 55.1% English Learners, and 19.1% 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 Magnet and literacy events, the Color 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	49
Grade 2	52
Grade 3	59
Grade 4	51
Grade 5	63
Total Enrollment	376

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.1
Male	56.9
Asian	0.5
Black or African American	0.5
Hispanic or Latino	92.3
Two or More Races	0.8
White	5.9
English Learners	55.1
Foster Youth	0.5
Homeless	6.9
Migrant	10.6
Socioeconomically Disadvantaged	91.2
Students with Disabilities	19.1

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)	16.8	100	647.7	88.56	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.5	0.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	13.4	1.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	22.5	3.08	11953.1	4.28
Unknown/Incomplete/NA	0	0	42	5.75	15831.9	5.67
Total Teaching Positions	16.8	100	731.4	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)	13.3	88.73	618.9	87.87	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	0.86	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	11.21	30	4.27	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	21.2	3.02	11746.9	4.23
Unknown/Incomplete/NA	0	0	28	3.98	14303.8	5.15
Total Teaching Positions	15	100	704.3	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)	15.1	93.06	619.5	86.05	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7.5	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	43.9	6.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.74	25.4	3.53	12112.8	4.34
Unknown/Incomplete/NA	1	6.14	23.4	3.26	13705.8	4.91
Total Teaching Positions	16.2	100	719.9	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	0.6	0
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1.6	0

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	0.1
Total Out-of-Field Teachers	0.00	0	0.1

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	7.1	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	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

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 2023

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

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

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

School Facility Conditions and Planned Improvements

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	9/26/2025

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			
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.

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)	15	16	40	44	47	48
Mathematics (grades 3-8 and 11)	11	10	28	29	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	171	164	95.91	4.09	16.46
Female	69	66	95.65	4.35	21.21
Male	102	98	96.08	3.92	13.27
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	164	157	95.73	4.27	14.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	95	88	92.63	7.37	6.82
Foster Youth	0	0	0	0	0
Homeless	15	10	66.67	33.33	--
Military	22	22	100.00	0.00	13.64
Socioeconomically Disadvantaged	161	154	95.65	4.35	16.23
Students Receiving Migrant Education Services	18	14	77.78	22.22	7.14
Students with Disabilities	32	31	96.88	3.12	9.68

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	171	170	99.42	0.58	10.00
Female	69	69	100.00	0.00	8.70
Male	102	101	99.02	0.98	10.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	164	163	99.39	0.61	8.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	95	94	98.95	1.05	6.38
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	0.00
Military	22	22	100.00	0.00	13.64
Socioeconomically Disadvantaged	161	160	99.38	0.62	10.00
Students Receiving Migrant Education Services	18	18	100.00	0.00	11.11
Students with Disabilities	32	31	96.88	3.12	9.68

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)	6.67	3.23	23.7	24.5	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	62	62	100.00	0.00	3.23
Female	30	30	100.00	0.00	0.00
Male	32	32	100.00	0.00	6.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	61	61	100.00	0.00	3.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	33	33	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	57	57	100.00	0.00	3.51
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	100.00	100.00	100.00	100.00	100.00

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

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, Melissa Phillips, at 707-253-3488.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	399	386	122	31.6
Female	173	167	56	33.5
Male	226	219	66	30.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	365	355	109	30.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	23	22	7	31.8
English Learners	217	213	63	29.6
Foster Youth	--	--	--	--
Homeless	34	30	17	56.7
Socioeconomically Disadvantaged	365	353	113	32.0
Students Receiving Migrant Education Services	46	46	19	41.3
Students with Disabilities	95	93	33	35.5

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
0.82	0	0.75	3.96	4.05	3.9	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	0.06	0.07	0.14	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	0.75	0.00
Female	0.00	0.00
Male	1.33	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	0.55	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	0.82	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.11	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

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, Crisis 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 NVUSD Campus Safety Director, 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 2024-2025 School Safety plan was reviewed and approved by the McPherson School Site Council on October 16, 2025.

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	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

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	25	0	2	0
1	24	0	2	0
2	27	0	2	0
3	28	0	2	0
4	32	0	2	0
5	31	0	2	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	18	1	2	
1	25		2	
2	26		2	
3	26		2	
4	32		1	
5	32		2	
Other	26		1	

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	0.8
Social Worker	1.6
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	3

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	$9,9993	$2,507	$7,487	$101,486
District	N/A	N/A	$6,297	$104,358
Percent Difference - School Site and District	N/A	N/A	-16%	4.6
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-36.0	3.7

Fiscal Year 2024-25 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. Magnet grant funds are used to implement STEAM units and student support. LCRSET grant funds are implemented to support student literacy through coaching and supporting foundational reading programs such as Walk to Read Model in grades K-2 and small group support for all grades. In partnership with the S.H. Cowell Foundation, selected 4th and 5th-grade students participate in an after-school leadership academy.

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	$68,233	$62,783
Mid-Range Teacher Salary	$95,658	$97,783
Highest Teacher Salary	$124,487	$128,020
Average Principal Salary (Elementary)	$159,954	$160,224
Average Principal Salary (Middle)	$168,226	$166,992
Average Principal Salary (High)	$176,731	$180,971
Superintendent Salary	$378,644	$313,465
Percent of Budget for Teacher Salaries	29.97%	30.05%
Percent of Budget for Administrative Salaries	5.07%	5%

Professional Development

All teachers and support staff at McPherson School 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 held in person four times a year to facilitate collaboration and ongoing professional growth.

Professional Development

In the 2025-2026 school year, McPherson staff will participate in the HIIT and LETRS trainings to connect to the Strategic Plan modules, aimed at strengthening student-staff relationships and fostering a positive learning environment. Additionally, McPherson is now a STEAM Magnet School, providing teachers with specialized professional development in Science, Technology, Engineering, Arts, and Mathematics to enhance the integration of these disciplines across the curriculum.
A newly adopted Multi-lingual Master Plan has been implemented, and all teachers are receiving training in "Quality Interactions" to better support English language development and improve communication with multilingual learners.
In the 2021-2022 school year, Rainbow Reading kits were adopted, and teachers are being trained to deliver this curriculum to promote awareness of gender differences and foster an inclusive, respectful learning environment.
PBIS (Positive Behavioral Interventions and Supports) is also a key part of the school's approach to promoting a positive school culture, and staff are receiving ongoing training to implement this framework effectively.
In terms of social-emotional learning (SEL), the school primarily uses the Toolbox and Second Step curricula. Teachers are trained to integrate SEL lessons on a regular basis to help students develop emotional intelligence, problem-solving skills, and resilience. As a Community School, McPherson also emphasizes strong partnerships with families and the local community, providing a wide range of support services that focus on the well-being and holistic development of students.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5