McPherson Magnet School K-8
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	McPherson Magnet School K-8
Street	333 S. Prospect Street
City, State, Zip	Orange, CA 92869
Phone Number	(714) 628-4325
Principal	Joe Erven
E-mail Address	jerven@orangeusd.org
Web Site	http://mcphersonhome.meteormail.net/
CDS Code	30-66621-6058945

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

McPherson was built as a junior high school in 1960 in a residential area on Prospect St. between Chapman and La Veta Avenue. The school sits on 24.2 acres. Due to declining enrollment, the school was closed in the late 1980's. McPherson reopened in September, 1997, as a science, mathematics, and technology K-8 magnet school on the traditional academic calendar.

Currently, approximately 865 students are enrolled in grades kindergarten through eighth grade. It also houses a district Occupational Therapy program as well as a K-3, and 4-6 SDC class. Students enroll into McPherson through a lottery system every year. The teaching staff includes 35 general education teachers. The support staff consists of 5 special education teachers, 9 part-time special education aides, 1.2 speech and language specialist, 1 psychologist (3 days per week), 1 mental health counselor (3 days per week) and 1 full time library media specialist. The administrative team consists of the principal, the assistant principal, an office manager, an attendance secretary, two health clerks and a part time clerk. Supporting the safety of our campus are 2 full-time and 1 part time custodian and six noon-duty supervisors (with one alternate). We also have a kitchen with 1 part time staff member.

MISSION STATEMENT:

All students will achieve academic and personal success, by means of "KIDS " ... Knowledge * Inspiration * Discovery * Success

VISION STATEMENT:

The McPherson Vision defines our school's purpose in terms of values rather than bottom-line measures. It is what guides and inspires us in creating our ideal school and provides the roadmap in accomplishing our mission.

The McPherson Learning Community is committed to…

1. Nurturing an academic community by honoring individual strengths, talents, and learning styles.

2. Inquiry-based active learning through critical thinking, questioning, problem solving, risk-taking, inventive thinking and communication.

3. Integrating all curricular areas through the magnet focus of math, science and technology.

4. Research and data-based instruction.

5. Creating relevant, high-quality products which extend beyond the walls of the classroom.

6. Mastery of identified essential concepts and skills for every child.

7. Meeting the needs of each child with systematic and timely intervention.

8. Global citizenship through compassion, respect, integrity, collaboration, and personal responsibility for self, school, community, and environment.

McPherson's magnet focus provides the key signature ad we teach the Common Core State Standards. Science is taught through project-based learning and provides the theme for our curriculum integration. Science themes support reading and writing literacy by engaging student interest and curiosity through process skills. Mathematics is taught where concept development proceeds skill development. Hands-on learning and applying mathematics in other curricular areas is a cornerstone of McPherson. Middle school electives are based around our magnet focus as well.

Technology provides the tools at McPherson to actively engage students. Students have access to state of the art equipment and modern technology, networked throughout the school in the labs, library and classroom settings. Currently, each classroom has telecommunication networking capability through video, close circuit TV, email, Internet access and telephone voice mail. A base-line for each classroom has been established, where we strive to provide the following in each classroom: wireless capability, mounted LCD projector, ELMO, SMART slate/board (in some classrooms), iPads, and 5 good working computers. McPherson participates in videoconferencing to provide student-access to communicate with outside experts and opens up our educational world. The school library is fully automated, wireless, and accessible for every classroom, providing a hub for information. McPherson operates two computer labs, and an audio visual classroom. Students use technology to learn new material, support and extend learning, and have an opportunity to practice skills through applied learning. Students create web pages, program games, content movies, Photoshop documents, wikkis and blogs, broadcast interviews, use programs through technology such as Reading Counts, ST Math, as well as research and presentation software for product outcomes. Edmodo provides technology communication with teachers and students. Middle school students participate in a laptop program in their core subject areas.

McPherson students have seen great success, as evident through standardized test scores, academic competitions, community involvement, and happy faces.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	86
Grade 1	90
Grade 2	94
Grade 3	90
Grade 4	106
Grade 5	101
Grade 6	101
Grade 7	102
Grade 8	91
Total Enrollment	861

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.5
Asian	12.3
Filipino	3
Hispanic or Latino	37.6
Native Hawaiian or Pacific Islander	0.3
White	41.8
Two or More Races	1.3
Socioeconomically Disadvantaged	19.7
English Learners	8
Students with Disabilities	10
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	40	34	35	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted in 2009 Grades K-5 selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2002 (Grades 7/8), and 2003 (Grade 6) selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. In addition, new ELA materials are being piloted at all Elementary sites - McPherson Magnet School is piloting the Wonders curriculum by McGraw-Hill in grades 2, 4, and 6.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Holt Mathematics Course I, Course II: Pre-Algebra, Algebra I all adopted in 2008; MathLinks Grade 8 approved in 2014. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. In addition, new Mathematics materials are being piloted at all Secondary sites - McPherson Magnet School is piloting EnVision 2.0 Mathematics by Pearson & Big Ideas for Algebra and Geometry at the middle school level.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Pearson/Scott Foresman Program adopted in 2008, Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Also available to all students, K-5, are state approved science kits, from FOSS. Holt, Rinehart and Winston, A Harcourt Education Company, is the Science Program adopted in 2007, Grade 6 - 8 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 - 8 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Foreign Language	Glencoe, Bon Voyage adopted 2007; Holt McDougal Komm Mit adopted 2007; Prentice Hall Realidades, adopted 2006; Glencoe Basic Japanese, adopted 2001. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adpotion cycle. Fully available to all students.	Yes	N/A
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

The data for school facilities was collected on 7/29/2016 at 8:45 and McPherson received an overall GOOD rating (92%).

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7.29.16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			500 Custodial Closet & Storage: 4: Need stucco patch above sink Room 105: 4: Piant peeling on walls 12: Dry rot on facia between Rooms 103 & 105 Room 802: 4: Paint peeling; plaster damage on north & south walls Supply Room Storage: 4: Stucco patch hole
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		AudioVisual Storage Room 800: 7: Bare wires pulled out of chase (have wire nuts) need panel cover installed Boys' R/R & Storage: 7: Light switch in R/R needs secured; light switch in storage needs cover Kitchen: 7: Electrical box in hallway by panels ne
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girls' R/R 200 Bldg: 9: Sink cracked rusted at drain, mirror shelf rusted Grounds Between 400 & 500 Bldgs: 9: Drinking fountain outside Girls' R/R on 400 Bldg is inoperable Room 208: 9: Fountain needs adjustment
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			401-B & Storage: 12: Roof trusses dry-rot on overhang Room 102 Book Room: 12: Roof trusses outside overhang have dry-rot Room 105: 12: Roof trusses outside overhang have dry-rot Room 205: 12: Termite damage on roof truss overhang between Rooms 205 & 20
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Grounds Between 100 & 200 Bldgs: 14: Concrete lifting Grounds Between 300 & 400 Bldgs: 14: Concrete outsdie of Room 300 has holes that need patching Lunch Table Cover North of 700 Bldg: 14: Concrete lifted in few locations between sidewalk (700 Bldg) an

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7.29.16			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	57	63	50	53	44	48
Mathematics	55	57	38	40	34	36

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	91	88	96.7	46.6
	4	106	101	95.3	54.5
	5	97	96	99.0	67.7
	6	100	98	98.0	60.2
	7	97	96	99.0	72.9
	8	91	89	97.8	73.0
Male	3	59	56	94.9	42.9
	4	47	44	93.6	45.5
	5	48	48	100.0	52.1
	6	46	45	97.8	53.3
	7	44	43	97.7	76.7
	8	43	41	95.3	65.8
Female	3	32	32	100.0	53.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	59	57	96.6	61.4
	5	49	48	98.0	83.3
	6	54	53	98.2	66.0
	7	53	53	100.0	69.8
	8	48	48	100.0	79.2
Black or African American	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
Asian	3	12	11	91.7	54.5
	4	14	14	100.0	71.4
	5	12	12	100.0	83.3
	6	--	--	--	--
	7	14	14	100.0	85.7
	8	13	13	100.0	92.3
Filipino	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	3	32	32	100.0	31.3
	4	43	42	97.7	30.9
	5	34	33	97.1	57.6
	6	33	33	100.0	42.4
	7	32	32	100.0	62.5
	8	26	26	100.0	65.4
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
White	3	38	36	94.7	52.8
	4	44	40	90.9	72.5
	5	44	44	100.0	72.7
	6	42	40	95.2	65.0
	7	39	38	97.4	71.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	40	39	97.5	74.4
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	25	25	100.0	32.0
	4	22	20	90.9	25.0
	5	20	20	100.0	55.0
	6	21	21	100.0	28.6
	7	20	20	100.0	50.0
	8	13	13	100.0	46.1
English Learners	3	--	--	--	--
	4	14	14	100.0	7.1
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	20	19	95.0	5.3
	5	20	19	95.0	36.8
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: 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 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	91	88	96.7	71.6
	4	106	101	95.3	53.5
	5	97	96	99.0	56.3
	6	100	98	98.0	52.0
	7	97	96	99.0	53.1
	8	91	88	96.7	55.7
Male	3	59	56	94.9	66.1
	4	47	44	93.6	61.4
	5	48	48	100.0	54.2
	6	46	45	97.8	51.1
	7	44	43	97.7	60.5
	8	43	40	93.0	60.0
Female	3	32	32	100.0	81.3
	4	59	57	96.6	47.4
	5	49	48	98.0	58.3
	6	54	53	98.2	52.8
	7	53	53	100.0	47.2
	8	48	48	100.0	52.1
Black or African American	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
Asian	3	12	11	91.7	90.9
	4	14	14	100.0	71.4
	5	12	12	100.0	66.7
	6	--	--	--	--
	7	14	14	100.0	92.9
	8	13	13	100.0	92.3
Filipino	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
Hispanic or Latino	3	32	32	100.0	50.0
	4	43	42	97.7	35.7
	5	34	33	97.1	48.5
	6	33	33	100.0	27.3
	7	32	32	100.0	25.0
	8	26	26	100.0	30.8
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
White	3	38	36	94.7	77.8
	4	44	40	90.9	67.5
	5	44	44	100.0	59.1
	6	42	40	95.2	62.5
	7	39	38	97.4	55.3
	8	40	39	97.5	66.7
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	25	25	100.0	48.0
	4	22	20	90.9	30.0
	5	20	20	100.0	40.0
	6	21	21	100.0	23.8
	7	20	20	100.0	25.0
	8	13	13	100.0	30.8
English Learners	3	--	--	--	--
	4	14	14	100.0	14.3
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	20	19	95.0	31.6
	5	20	19	95.0	31.6
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: 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 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.

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	80	80	78	73	68	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	188	185	98.4	78.4
Male	91	89	97.8	77.5
Female	97	96	99.0	79.2
Asian	25	25	100.0	92.0
Hispanic or Latino	60	59	98.3	67.8
White	84	83	98.8	84.3
Socioeconomically Disadvantaged	33	33	100.0	63.6
Students with Disabilities	25	24	96.0	50.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	15.5	25.8	28.9
7	21.9	27.1	25

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

At McPherson, we feel that parents are an integral part of our success and a child's educational advancement. We expect parents to be an active participant in the culture and programs of the school. Together, our staff and parents provide students an enriching and successful academic journey. Our PTSA and McPherson Education Foundation have enriched our successful instructional programs by providing funds to support educational programs, upgrade technology and refurbish science consumables. Planned family events, such as Family Technology Night , Family Math Night, Family Science Night, and Carnival have strengthened our home and school relationship. Special programs supported by our parents include Art Masters assemblies and Imagination Machine assembly. Funds are raised to support innovative programs such as our music program, EarthLab and provide our labs and classrooms with new technology and science instructional materials.

The parents of McPherson students are involved in our school programs through many hours of volunteer time in the classrooms, chaperoning field trips, working on beautification projects and our two gardens, providing clerical and office support, helping with safety and supervision, supporting drama productions, assisting in student art shows and many other activities. Parent volunteers organize and coordinate the purchase of uniforms, art projects and celebrations of special events. The School Site Council (SSC) and English Learner Advisory Committee (ELAC) meets to plan and review our School Improvement Plan. The SSC/ELAC provides staff input and assists in the monitoring of all school improvement projects.

The McPherson staff and students are most grateful to parents and community members for their continued support.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Suspensions	0.8	2.6	1.4	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Child Welfare and Attendance. The office of Child Welfare and Attendance provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

The campus of McPherson provides a safe and positive learning environment for all students. Gates are locked throughout the day, maintaining a closed campus to prevent unauthorized access to the school grounds. To maintain security, visitors to our school are required to enter through the office, and check-in for identification purposes, and wear identification stickers (printed with their picture from the Hero system). Teachers are trained in district procedures regarding student safety. A comprehensive disaster plan is in effect and fire, earthquake, and/or intruder drills are conducted monthly. This plan is updated yearly and input is generated through the School Site Council. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically to be prepared in case of an actual disaster. Staff members receive training in student supervision, disaster preparedness, and crisis intervention. The school's PTSA purchased equipment and supplies for every classroom for emergency use. Students bring in comfort bags for disaster preparedness. Fresh water barrels and emergency tools are stored in various parts of the campus, and mapped accordingly. McPherson implements and practices safety procedures on a regular basis (we conduct monthly drills of evacuations-fires, earthquakes and lock-downs). A Lock-Blok security system for each classroom door has been purchased, in case of an active shooter or dangerous intruder. Because we are a technology school, Internet Safety and the safe and responsible manner we access and share information through technology is a large concern for us, and is taught and modeled by all teachers. Every year our students participate in an internet safety curriculum to clearly understand Internet safety. Students are taught to be consumers of information in the classrooms. Clearly communicated expectations are upheld and enforced in this area, and this information is also shared with parents through technology nights. A positive learning environment is always our priority. Students are recognized for their achievement, improvement, and positive behavior through various means including: positive actions, positive reminders/signs, school incentives, weekly recognition at our Flag Ceremonies, special activities, celebration boards, and our Character Counts program. When students are having a difficult time following our high expectations, a proactive approach is implemented with administration working with the student and parent to support all members of the learning community. All students and parents are asked to sign an Anti-Bully Contract, after being trained with expectations and given tools to stop bullying. A Bully Box is also monitored daily, both a physical one in the office as well as one where students and parents can report electronically, through the school website.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25	1	3		24	1	3		24	1	3	
1	30		2		30		3		30		3	
2	30		3		29		3		29		3	
3	28	1		3	26	1	3		26	1	3	
4	35			3	33		1	2	33		1	2
5	35			3	35			3	35			3
6	29	1		3	28	3		9	28	3		9
Other	29		1									

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	3	2	6	25	3	4	4	25	3	4	4
Mathematics	23	4	5	1	20	5	3	3	20	5	3	3
Science	34			6	33		2	4	33		2	4
Social Science	34		2	7	33		2	4	33		2	4

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0.8	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist	3.0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4227.37	17.71	4209.66	58447.79
District	N/A	N/A	$3,840	$78,819
Percent Difference: School Site and District	N/A	N/A	5.3	-18.7
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-24.4	-17.8

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

Types of Services Funded (Fiscal Year 2015-16)

Categorical monies fund in-school intervention in language arts in order to support English Language Learners. Categorical funds are also used to increase student access to technology. McPherson offers a variety of support and enrichment classes for students. Teachers and administrators write grants for supporting the instructional program and for teacher staff development. The parent community also has a strong commitment to support the magnet focus of math, science, and technology through fund raising and volunteerism. These monies also provide enrichment assemblies and field trips in the magnet focus along with music, arts, and history. The following is a short list of items that were funded for the 2015-2016 school year form various budgets:

LCFF Supplemental:
Substitutes (sci fair, planning and kinder assessment)~$948
Keeping lab open after school-$2023
HP Stream Laptops and iPADs (supplement BYOD)-$15302
Tutoring-$5602.60
Subs for Professional Development (READ 180) - $1188
Subs for Planning around curriculum and new standards - $8844
CELDT Bootcamp Tutoring - $1472.40

Lottery:
IXL/RAZ kids and Lexia Licenses-$6429.49
Bilingual Aide-$562
Software/Digital Portfolios - $3450.51

Parent Donations:
Brain Pop-$2095

Discretionary:
ST Math Renewal - $4199

Other (District LCFF Supplemental):
PLTW STEM Lab refurbishment, training and supplies-$159744.96

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,270	$45,092
Mid-Range Teacher Salary	$74,538	$71,627
Highest Teacher Salary	$100,322	$93,288
Average Principal Salary (Elementary)	$122,017	$115,631
Average Principal Salary (Middle)	$123,406	$120,915
Average Principal Salary (High)	$143,744	$132,029
Superintendent Salary	$240,000	$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Staff development opportunities are provided through teacher-to-teacher mentoring programs such as BTSA (Beginning Teacher Support and Assessment), staff meetings, conferences and school-based in-service meetings. CTP, PAR, school facilitators, and outside consultants provide school and district-level staff with curriculum development in identified areas of need. Modified Wednesdays, where teachers meet together every week in grade levels or curriculum areas, will provide the teachers time to plan as a grade level, and provides horizontal and vertical articulation opportunities, as well as whole school planning time to address the needs of our school and ensure that our teachers are using research-based and best practices. During the school year professional development topics will include communication objectives, response frames and purposeful grouping (these topics have been disseminated from the DO to the school site).

McPherson teachers and staff are dedicated to providing the highest quality of education to our students. Professional development is an important part of our school program. The early release Wednesdays allow time for the staff to work on improving instruction in the areas of writing, begin looking at the new Common Core State Standards, and the integration of technology, in addition to ensuring that all students are meeting making adequate progress in their academics.

On an ongoing basis, our staff looks at current student assessment data to guide their focus on needed improvements across the curriculum. Some of the staff development activities have included working in our PLC groups, Marzano's 9 best teaching strategies, Write from the Beginning, Thinking Maps, GLAD, using data to drive instruction, RTI, Communication Objectives and creating frames, purposeful grouping, vocabulary development and language acquisition, how to help our EL learners, and a continued use of data to analyze student success and weak areas to reteach.